This file serves as an official record of University, college, and program requirements and policies during a specific time period. It includes a list of University policies.

**NOTE:** The information in this catalog is subject to change without notice. Colleges and departments make changes in their degree requirements and course descriptions frequently. For the most current information, check with department offices, advisors, and visit the [Online Catalog](http://www.catalogs.umn.edu) at www.catalogs.umn.edu.
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POLICY STATEMENT

Academic calendars will be established at least four years in advance so that students may plan their schedules and University units may plan events. Revisions to approved calendars must be made no less than two years before the date the calendar goes into effect.

A. Fall and Spring Semesters

1. There will be two semesters, each of which will include a minimum of 70 days of instructions, a maximum of 75 days of instruction, and approximately one week of final examinations (including Saturdays but not Sundays).
2. For the fall semester, the exam period will end no later than December 23.
3. Colleges and campuses may authorize courses shorter or longer than the semester, subject to the approval of appropriate college or academic unit curriculum review committees.
4. Professional schools are permitted to have calendars that vary from the requirements of this policy.

B. Summer Term

1. Departments may schedule a three-week May session following the end of the spring semester and before the summer session. No department will be obligated to offer courses or academic work during this three-week session.
2. There will be a standard eight-week summer session. No department will be obligated to offer courses or academic work during this eight-week session. Departments and programs may deliver courses over either shorter or longer periods of time and with starting and ending dates that differ from the standard eight-week and May sessions.

C. Revisions of Calendars

All calendars and any subsequent revisions or exceptions must be approved by the Faculty Senate.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY
Establishing an academic calendar at least four years in advance allows students to plan their degree programs and enables University units to schedule events at times that do not conflict with other key activities.

**PROCEDURES**

There are no procedures associated with this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

There are no appendices associated with this policy.

**FREQUENTLY ASKED QUESTIONS**

1. **Can each of the campus set its own academic calendar?**
   Yes, each campus is responsible for setting its own academic calendar. The Faculty Senate approves the University of Minnesota, Morris and University of Minnesota, Twin Cities calendars. The University of Minnesota, Duluth and University of Minnesota, Crookston calendars are transmitted to the University Senate for information only. The University of Minnesota, Rochester follows the Twin Cities academic calendar.

2. **Can instructors assign work to students prior to the beginning of the academic term?**
   No. Instructors cannot assign work until the term starts.

3. **Does the University of Minnesota hold regularly scheduled classes the day before a holiday?**
   Yes, scheduled classes, including evening classes, are held the day before a holiday. For example, classes are held the Wednesday evening before the Thanksgiving holiday. Refer to the current academic calendar for University holidays.

**CONTACTS**

<table>
<thead>
<tr>
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<th>Phone</th>
<th>Fax/Email</th>
</tr>
</thead>
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</tr>
</tbody>
</table>

**DEFINITIONS**

There are no definitions related to this policy.
RESPONSIBILITIES

Office of the Registrar
Submits the academic calendar proposal annually to the Faculty Senate.

Faculty Senate
Reviews and approves final University calendar.

RELATED INFORMATION

Campus Calendar Information
Each campus publishes dates and deadlines on their One Stop website.

- Twin Cities
- Crookston
- Morris
- Duluth
- Rochester

HISTORY

Amended:
December 2009 - Policy now applies to the Crookston campus.

Effective:
April 2009
Policing Authority over the Curriculum and Major: Twin Cities, Crookston, Morris, Rochester

POLICY STATEMENT

Departments, colleges, and campuses have the authority to establish, change, and discontinue academic plans and sub-plans that appear on official University transcripts, subject to appropriate consultation with other units and subject to the final approval of the Board of Regents. (See Administrative Policy: Adding, Changing or Discontinuing Academic Plans).

Establishing and changing academic plan requirements

1. Academic units (departments, colleges, and campuses) have the authority to establish their curricula and the requirements, including prerequisite courses, for academic plans, subject to the final authority of the Board of Regents. Academic plans include:
   - undergraduate degrees,
   - graduate degrees;
   - professional degrees;
   - majors;
   - minors;
   - undergraduate certificates; and
   - post-baccalaureate certificates.

2. Academic units have the authority to add to or remove courses, including prerequisite courses, from academic plans. The additions or deletions of courses from the academic plan requirements must be in accordance with Board of Regents policies and in compliance with rules established by the college and campus.

3. Changes to academic plans must have an effective date, based on the start of an academic term (e.g., fall semester 2018). Changes to requirements may not be made in the middle of an academic term. Changes to academic plans should be announced far enough in advance so that students, including continuing students and prospective first-year and prospective transfer students, can plan accordingly.

4. Students must follow the requirements of the academic plan in effect during the term in which they entered the plan. Academic units may offer the choice of moving to the new requirements to currently enrolled students who have already been admitted to an existing academic plan. However, the academic unit cannot mandate a new requirement of students who are currently enrolled in the plan without having sought and received prior approval of the dean of the college or the appropriate official on a campus.

5. Academic units must clearly communicate their policies and decisions regarding new or revised requirements for academic plans to prospective and current students. This includes changes to a major, minor, or certificate program, including changes in required prerequisites.
Expiration of old credits

To ensure that students receiving a degree or certificate will be up-to-date in the discipline, an academic unit (a department or comparable unit) may decide not to accept course work towards satisfying requirements for the major, minor, or certificate if the course was taken too long ago.

Students returning from an approved leave of absence are subject to the specific conditions/requirements identified in Administrative Policy: Leave of Absence and Readmission for Undergraduates: Twin Cities, Crookston, Morris, Rochester.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Departments, colleges and campuses are best suited to determine curricula and requirements for majors and minors, for graduate and professional degrees, and to add or remove course offerings. It is in students' best interests if changes in requirements do not occur frequently or arbitrarily, and students are provided with advance notice of such changes.

This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. What is a change in major requirements?
   The academic department(s) responsible for a major may add, delete, or modify the published degree requirements for a major in that department. As examples, required courses may be added or deleted, or changed; admissions requirements for a major may be changed.

2. What are some examples of the levels of academic unit authority?
   A department, or a group of departments working collaboratively, has the authority to establish the course requirements for a major, minor, or certificate program, including prerequisite requirements; for example, the particular courses required to receive an M.A. degree in History.

   A college has the authority to establish college-wide requirements for particular types of academic programs, for example, a second language requirement for a B.A. degree granted within that college.

   A campus has the authority to establish campus-wide requirements for groups of academic programs. Some examples are a first-year writing requirement for all undergraduate degrees, the minimum number of credits required for a baccalaureate degree, and a minimum GPA requirement for graduation.
3. How does expiration of old credits show on a student's transcript?

"Expiration of old credit" refers to coursework a student has completed too long ago for that subject matter to be current in the discipline. The academic unit may determine that the student must take additional, current coursework in that subject matter in order to fulfill the requirements for an academic program. The prior credits are not removed from the student's transcript; however, they do not count toward satisfying requirements for the particular major, minor, or certificate.

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</tbody>
</table>

DEFINITIONS

Academic Program
Undergraduate, graduate, and professional degrees, majors, minors, and certificates that appear on official University transcripts.

Academic Major
A student's main field of specialization during the student's undergraduate or graduate studies. The major is recorded on the student's transcript.

Academic Minor
A student's declared secondary field of study or specialization during the student's undergraduate or graduate studies. A minor typically consists of a set of courses that meet specified guidelines and is designed to allow a sub-major concentration in an academic discipline or in a specific area in or across disciplines. The minor is recorded on the student's transcript.

Certificate
A particular set of courses or coursework that typically addresses new knowledge or practice areas emerging from technological, social, or economic changes to which particular professions or occupations must adjust. The certificate is recorded on the student's transcript.

Curriculum
The set of courses offered by a unit.

RESPONSIBILITIES

Academic Department(s) Responsible for the Academic Program
- Maintain complete, up-to-date descriptions of the requirements for its academic programs, including all prerequisite courses.
- Determine requirements for admission to particular academic programs/plans.
- Maintain up-to-date curricular offerings, regularly scheduled, in order to allow students to make timely progress toward completing an academic program.
- Provide full and timely information regarding course content and scheduling.
- Clear students for graduation, certifying that they have met the requirements for the major, minor, or certificate.
- Review and provide final approval for requests for waivers of particular requirements for the major, minor, or certificate.

College/Campus
● Maintain up-to-date descriptions of the collegiate and campus requirements for academic programs within that college and campus.

● Review and provide final approval for requests for waivers of particular academic program requirements at the college/campus level.

**Executive Vice President and Provost**

● Review and recommend approval of academic proposals for Board of Regents consideration and final action.

**Board of Regents**

● Review and provide final approval of proposals for new, changed, or discontinued academic programs/plans.

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### RELATED INFORMATION

- Administrative Policy: [Adding, Changing or Discontinuing Academic Plans](#)
- Administrative Policy: [Leave of Absence and Readmission for Undergraduates: Twin Cities, Crookston, Morris, Rochester](#)
- [Higher Learning Commission, Criteria and Requirements for Accreditation](#)

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### HISTORY

**Amended:**
June 2014 - Comprehensive Review, Major Revision: 1. Defines "academic plan" to include majors, minors, and certificates (i.e., to include all academic plans that are documented on the transcript). Certificates were not included in the past, as their requirements were not formally documented in PCAS until two years ago. 2. Provides examples of levels of academic units authority in FAQ #5, to clarify for advisors and faculty who has authority over a particular requirement. 3. Includes a definition of a certificate, consistent with the definitions in other policies 4. Outlines the responsibilities at the department/program level, college/campus level, SVPP level, and Regents level. 5. Aligns with Administrative Policy: Adding, Changing or Discontinuing Academic Plans.

**Amended:**
September 2014 - Clarifications related to Higher Learning Commission accreditation requirements.

**Amended:**
August 2010 - Added questions 2-4 to Frequently Asked Questions.

**Amended:**
December 2009 - Policy now applies to Crookston.

**Effective:**
April 2009
POLICY STATEMENT

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”).

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. Students may earn a certificate from any certificate program to which they have been admitted on any campus.

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

**Undergraduate certificate**
5. At least 3 upper-division credits that satisfy requirements for the certificate at the campus that will award the certificate.
6. Crookston only: At least 50% of the course credits required for the certificate must be taken at the Crookston campus.
The Executive Vice President and Provost may, under extraordinary circumstances, waive the requirements in sections 2 through 5 above. The Chancellor for the Crookston campus may, under extraordinary circumstances, waive the requirement in section 6. The requirement in section 1 may not be waived.

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.

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

- Campus-Specific Credit Requirements for Undergraduate Degrees and Majors, Minors, and Certificates FAQ

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</tbody>
</table>
DEFINITIONS

Academic Major
A student's main field of specialization during the student's undergraduate or graduate studies. The major is recorded on the student's transcript.

Academic Minor
A student's declared secondary field of study or specialization during the student's undergraduate or graduate studies. A minor typically consists of a set of courses that meet specified guidelines and is designed to allow a sub-major concentration in an academic discipline or in a specific area in or across disciplines. The minor is recorded on the student's transcript.

Requirements for the major and minor
The set of courses that constitute the program of study in a focused area for a particular degree program. These courses make up a portion of the University of Minnesota degree.

Certificate
A particular set of courses or coursework that typically addresses new knowledge or practice areas emerging from technological, social, or economic changes to which particular professions or occupations must adjust.

RESPONSIBILITIES

Colleges or campuses
- Follow minimum standards established in this policy.
- Prepare request to establish standard higher than those set in the policy. Communicate the new standards, if approved.
- Document and communicate all requirements for majors, minors, and certificates.
- Respond to petitions seeking waivers of collegiate or campus requirements regarding credits in residence.

Executive Vice President and Provost/Chancellor
- Consider collegiate or campus requests on higher standards and communicate the decision.
- Respond to individual student requests for waivers of credits in residence requirements.

RELATED INFORMATION

- Administrative Policy: Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Crookston, Morris, Rochester
- Administrative Policy: Academic Unit Authority over the Curriculum and Major, Minor, and Certificate Requirements: Twin Cities, Crookston, Morris, Rochester
- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

Amended:
June 2016 - Comprehensive Review, Major Revision. 1. Expands title to include majors, minors, and certificates. Certificate requirements have been added. 2. Specifies that students can earn a certificate from any certificate program to which they have been admitted. 3. Incorporates the residency requirements for Crookston certificates.

Amended:
October 2014 - Clarifications related to Higher Learning Commission accreditation requirements.

Amended:
December 2009 - Policy now applies to Crookston.
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

Each campus is responsible for establishing a standard class schedule and class period in order to maximize classroom utilization and student access to courses. These standards apply to courses that are scheduled during an academic term. Academic terms are defined by the academic calendars set for each campus.

A. Standards for Class Schedules

1. Each campus of the University must adopt a standard class schedule with an appropriate change period between classes. Although the practice is discouraged, start times and/or class periods that vary from the standard schedule are permitted, subject to campus procedures for approval of such variances.

2. Departments are encouraged to schedule classes so that classroom space is used to the maximum extent practicable while ensuring that students have reasonable access to courses.

3. Classes may not be held on official University holidays except with the approval of the appropriate dean.

4. Class schedules, and information on non-conforming classes, will be reported annually to the Senate Committee on Educational Policy by the office on the campus responsible for class scheduling.

B. Twin Cities Campus Standard Schedule and Class Periods

1. Monday - Friday Standard Class Periods

There are three standard class periods, described below and set out in the table following:

   a. The standard "A" class is 50 minutes, with a 15-minute change period between classes. The first class of the day starts at 08:00 on the Minneapolis campus and at 08:30 on the St. Paul campus. Classes meeting for two or more periods (such as labs), must start and end according to this schedule.

   b. The standard "B" class is 75 minutes, with a 15-minute change period between classes. The first class of the day starts at 08:15 on the Minneapolis campus and at 08:45 on the St. Paul campus. Such classes will be scheduled only on Tuesdays and Thursdays.

   c. The standard "C" class is 75 minutes, with a 15-minute change period between classes. The first class of the day starts at 08:15 on the Minneapolis campus and at 08:45 on the St. Paul campus. Such classes will only be scheduled Monday/Wednesday, Wednesday/Friday, or Monday/Friday.

2. Classes designed exclusively for graduate and/or post-baccalaureate professional students on the Twin Cities campus are exempt from the scheduling requirements in this policy, if held in a room under the control of the department. Clinically based Academic Health Center (AHC) courses in AHC rooms may be scheduled at non-standard times on the Twin Cities campus. Departments should schedule classes so that students have reasonable access to courses inside and outside the department.
3. **Distribution of meeting times**
   Colleges must distribute classes evenly throughout the day. Non-compliant colleges must change class meeting times to meet distribution requirements.

4. **Distribution of meeting patterns**
   Colleges are permitted to schedule a maximum of 50% of their classes using a Tuesday/Thursday meeting pattern, with the remaining classes using a combination of Monday/Wednesday/Friday meeting patterns. Non-compliant colleges must change class meeting times to meet distribution requirements.

5. **Distribution of enrollments**
   Colleges must distribute enrollments throughout the day (i.e., across class hours) and throughout the week (i.e., day patterns).

6. **Distribution calculations**
   Distributions are calculated by summing the number of minutes for each meeting pattern occurring in a standard "A" class meeting time on each weekday, Monday through Friday.

   Colleges are permitted to schedule up to 3% of departmental classes during any individual time period (e.g., period VII on Thursday or period II on Monday) on any given weekday. Meeting patterns for combined sections are calculated once and are attributed to the parent section's department.

7. **Standard Class Meeting Times**

<table>
<thead>
<tr>
<th>Minneapolis Campus</th>
<th>St. Paul Campus</th>
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<tbody>
<tr>
<td>Period</td>
<td>A Times (M T W Th F)</td>
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<tr>
<td>I</td>
<td>08:00 - 08:50</td>
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<tr>
<td>II</td>
<td>09:05 - 09:55</td>
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<tr>
<td>III</td>
<td>10:10 - 11:00</td>
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<td>IV</td>
<td>11:15 - 12:05</td>
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<td>VI</td>
<td>13:25 - 14:15</td>
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<tr>
<td>VII</td>
<td>14:30 - 15:20</td>
</tr>
<tr>
<td>VIII</td>
<td>15:35 - 16:25</td>
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<td>IX</td>
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8. Colleges are permitted to request classes during non-standard times. These requests must be approved by the college associate dean and the Office of Classroom Management; in case of a disagreement, final authority to grant a variance rests with the Executive Vice President and Provost's office.
9. **Standard Scheduling Rules for Classes Carrying 1-5 Credits.**

The following rules do not apply to the length of labs, film classes, performing arts classes, or specialized class components, but such classes must begin according to the schedule in Section 1.

Neither these rules nor those in Section 1 apply to courses administered online or directed study, directed readings, or directed research courses, but these courses must comply with Administrative Policy: [Expected Student Academic Work per Credit](#).

### One Credit Classes
- Meet for one standard hour per week, begin at a standard "A" class meeting time, and meet for one class period.
- Meet twice per week, and follow the rules for two-credit classes; or
- Meet three times per week, and follow the rules for three-credit classes.

### Two Credit Classes
- Meet twice per week, begin at a standard "A" class meeting time, and meet for one class period, or
- Meet once per week, begin at a standard "A" class meeting time, and last two class periods.

### Three Credit Classes
- Meet three times per week on MWF, begin at a standard "A" class meeting time, and meet for one class period; or
- Meet twice per week, use the standard "B" class meeting times, and meet on Tuesdays and Thursdays only; or
- Meet twice per week, use the "C" class meeting times, and meet on MW, WF, MF only; or
- Meet once per week, use the standard "A" start time, and meet on F.

### Four Credit Classes
- Meet four times per week, begin at a standard "A" class meeting time, or
- Meet twice per week for two hours, begin at a standard "A" time, and last two class periods; or
- For lecture/laboratory or lecture/discussion courses with three hours of lecture time, the lecture component follows the schedule for three-credit courses and the discussion component follows the schedule for one-credit classes.

### Five Credit Classes
- Meet five times per week, begin at a standard "A" class meeting time, meet for one class period, and meet MTWThF.
- For lecture/laboratory or lecture/discussion courses with three hours of lecture time, the lecture component follows the schedule for three-credit courses. For lecture/laboratory or lecture/discussion courses with four hours of lecture time, the lecture component follows the schedule for four-credit courses and the discussion component follows the corresponding one- or two-credit schedule.

### Summer Term (May session plus first and second summer session).

Classes may meet during the May session, first or second summer session, or may extend across two or all three sessions. Class period duration in the May and summer sessions is at the discretion of the department offering the class, in consultation with the Office of Classroom Management. The first class hour will begin at 08:00 on the Minneapolis campus and at 08:30 on the St. Paul campus.

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**REASON FOR POLICY**

Standard class scheduling allows for maximum access to class offerings for students and facilitates the most efficient use of classrooms.

**PROCEDURES**

There are no procedures related to this policy.
FORMS/INSTRUCTIONS
There are no forms associated with this policy.

APPENDICES
There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

1. Are campuses allowed to set their own class schedule and passing times?
   Yes, each campus of the University (e.g. University of Minnesota, Crookston; University of Minnesota, Morris; University of Minnesota, Rochester; University of Minnesota, Twin Cities) is permitted to set the appropriate class schedule and passing times for its institution.

2. What is a centrally-scheduled classroom versus a departmentally-controlled classroom (Twin Cities)?
   Centrally-scheduled classrooms at the University of Minnesota, Twin Cities are operated, maintained and scheduled through the Office of Classroom Management. Departmentally-scheduled classrooms are operated, maintained and scheduled through the individual departments that control them.

CONTACTS

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DEFINITIONS

First and Second Summer Session
The University of Minnesota academic calendar includes Fall Semester, Spring Semester, May Session and Summer Session. Summer Session is typically divided into two time periods, although some classes may span both summer sessions. Classes are offered each of these terms although the duration of the term can vary. See the Academic Calendar of the appropriate campus for exact dates of the terms in a particular calendar year.

May Session
The University of Minnesota academic calendar includes Fall Semester, Spring Semester, May Session and Summer Session. May session classes occur between the end of spring semester and the beginning of summer session.

RESPONSIBILITIES

Departments (Twin Cities)
- Follow the established campus standard schedule and class periods.
- Distribute meeting times and patterns, and enrollment.
Office of Classroom Management (Twin Cities)
- Establish campus standard schedule and class period times.
- Monitor and report use of time distributions and variations from standard schedule.

Office of the Executive Vice President and Provost
Considers a request for variance from the standard class schedule when it is necessary, and if agreement about scheduling has not been reached at a lower level.

RELATED INFORMATION
- Educational Policy: Instructional Time per Course Credit
- Educational Policy: Expected Student Academic Work per Credit: Twin Cities, Morris, Rochester
- Educational Policy: Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester
- University of Minnesota, Twin Cities Academic Calendar

HISTORY

Amended
May 2011 - Comprehensive Review: Requires colleges to distribute classes evenly throughout the day; Requires colleges to distribute enrollment, as well as classes, throughout the day and throughout the week; Eliminates the 60/40 guidelines of not scheduling more than 60% of the classes during peak hours. Adds two new meeting patterns to the standard class times.

Amended
April 2010 - Added an additional approval step if a faculty member wants to schedule a class on an official University Holiday.

Amended:
December 2009 - This policy now applies to Crookston.

Effective:
April 2009

University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

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

2. Cancellation of low-enrollment courses
   a. Each campus and college must maintain a policy regarding the cancellation of low-enrollment courses or sections. These policies may differ across colleges and may allow variations by department. Any such policy must, at a minimum, take into account (1) the effect of cancellation of a course or courses on student academic progress and graduation, (2) the need for a course to contribute to appropriate program breadth and curriculum, and (3) commitments made to instructors that a course would be offered.
   b. Courses may not be cancelled after the fifth day of classes for that term.

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Maximum efficiency and optimal learning occurs within an enrollment range: it is not feasible or educationally sound to teach certain courses if enrollments are either too small or too large. Departments must be able to cancel a course if it is too under-prescribed to warrant offering it, as well as to limit the enrollment to maximize learning. Students need adequate time to select a replacement course if a course is cancelled.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS
There are no forms associated with this policy.

### APPENDICES

There are no appendices related to this policy.

### FREQUENTLY ASKED QUESTIONS

**Where can college guidelines on canceling low enrollment courses be found?**

Each college of the University of Minnesota, Twin Cities should have its guidelines for canceling low enrollment courses on its website. Policies for the University of Minnesota, Morris and the University of Minnesota, Rochester can be obtained in the Office of the Vice Chancellor for Academic Affairs.

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<td><strong>Karen Starry</strong></td>
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### DEFINITIONS

**Enrollment limits (maximum or minimum)**

The minimum or maximum number of students allowed in a course; the minimum informs when a course may be cancelled and the maximum informs when a course is considered closed to additional enrollments.

### RESPONSIBILITIES

**Departments (Twin Cities)**

- Establish minimum and maximum course limits.
- Proactively monitor course enrollments so as to cancel courses as early as possible so students can still register for additional course(s) without needed permission to do so.

### RELATED INFORMATION

There is no related information for this policy.

### HISTORY

Amended:
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

The primary purpose of the course numbering system is to help students select and sequence courses. Consistent use of the course numbering system also helps those who view a student’s transcript identify the level of courses that appear on the transcript.

1. Departments and colleges must use 4-digit course numbers using the system in the Appendix to this policy.
2. Students should use the course numbering system to assist in selecting courses to advance them toward their degree.
3. Use of 4xxx Courses in Graduate Programs: Graduate programs may accept University 4xxx-level course credits as graduate courses. A maximum of nine credits of 4xxx-level course work may be used to satisfy the doctoral or master’s course credit requirement, but individual graduate programs may impose a lower maximum. A graduate program may restrict the use of 4xxx courses in the program (e.g., by stipulating that only certain 4xxx courses may be counted). A graduate program has the authority to establish its curricula and the requirements for its academic programs.
4. 6xxx and 7xxx Courses: 6xxx and 7xxx courses are to be used primarily for post-baccalaureate professional programs (e.g., D.D.S., J.D.). It is at the discretion of a graduate program whether it will accept University 6xxx- and 7xxx-level course credits as satisfying degree requirements. Similarly, it is at the discretion of a professional program whether it will accept University 5xxx- and 8xxx-level course credits as satisfying degree requirements. Those departments or programs offering courses for degrees that span graduate and professional education may determine how to best number courses in their curriculum.
5. Alphabetic Suffixes: No alphabetic suffixes other than those already in place at the time this policy is adopted (April 2009) may be used (see the FAQ).
6. Graduate programs must use the standard numbering conventions for all thesis credit courses (see Appendix).
7. Graduate programs will use the all-University numbering conventions for other kinds of courses (see Appendix for xx91 – xx98 courses).
8. Thesis credit courses (see Appendix) and xx91 – xx98 are examples of courses that students may repeat for credit.
9. Use of a zero as the last digit of a course number should be reserved for other kinds of courses that may be repeated for credit (e.g., "topics" courses).
This policy is not applicable to the Duluth campus.

**REASON FOR POLICY**

Minnesota law requires the University to have a course numbering convention to distinguish remedial, lower division, upper division, and graduate level coursework. Consistent use of the course numbering system helps students select and sequence their courses and helps those who view a student's transcript to identify the level of courses that appear on the transcript.

**PROCEDURES**

There are no procedures related to this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

- [Course Numbering System](#)

**FREQUENTLY ASKED QUESTIONS**

**What are suffixes and how can they be used?**
Suffixes help identify certain characteristics of courses. Currently three suffixes are used: W (for writing intensive courses); H (for honors courses); and V (for courses that are both honors and writing intensive).

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**DEFINITIONS**

**Directed Research**
An opportunity in which a student designs and carries out a research project under the direction of a faculty member. Directed research may be taken for variable credit and special permission is needed for enrollment.

**Directed Study**
A course in which a student designs and carries out an independent project under the direction of a faculty member. Directed study courses may be taken for variable credit and special permission is needed for enrollment.

**Independent Study**
A course in which a student enrolls in an established course but studies independently under an instructor’s guidance rather than attending class. Independent study courses may be taken for variable credit and special permission is needed for enrollment.

Remedial
Remedial courses are intended to correct or improve deficient skills and knowledge in a specific subject. 0xxx courses are remedial courses that do not carry credit.

RESPONSIBILITIES

There are no responsibilities related to this policy.

RELATED INFORMATION

- Administrative Policy: Academic Unit Authority over the Curriculum and Major
- Administrative Policy: Application of Graduate Credits to Degree Requirements

HISTORY

Amended:
May 2016 - Comprehensive Review. Minor Revision. Language now aligns with Administrative Policy: Application of Graduate Credits to Degree Requirements. Removes language that pertained to the old Graduate School structure.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

1. Degrees are awarded by the Regents of the University on recommendation of the faculty, not by colleges or departments or campuses. The University sets degree requirements and standards, but departments, colleges, and campuses have the delegated authority to determine the requirements and standards related to programs and majors, so long as they are consistent with this policy.

2. All credit awarded by the University, regardless of the campus or type of instruction, must be recognized by all University campuses, must appear on the transcript, and must count toward the requirements for the degree (subject to the requirements and standards established by departments, colleges, and campuses). In some cases, a student may accumulate credits that, while recognized by the University, are in excess of what may be required for the degree program in which the student is enrolled.

3. Students may not earn two baccalaureate degrees in the same major (e.g. B.A. and B.S. in Economics) from any campus(es) of the University.

4. A student fulfilling requirements for two majors within different degree structures (e.g., one B.A. and one B.S) may earn two degrees. The student must complete all additional requirements for the degree, beyond completion of the major (e.g., the language requirement for the B.A. degree).

5. Baccalaureate degrees require a minimum of 120 semester credits. College/campus approval is required for any baccalaureate degree programs that require more than 120 credits. Academic units that propose baccalaureate degree programs requiring more than 132 credits must also receive approval from the appropriate chancellor or provost in consultation with the Senate Committee on Educational Policy.

6. The accumulation of 120 or more credits, without meeting requirements and standards set out in this policy and by departments, colleges, and campuses, does not entitle a student to a degree.

7. Requirements regarding breadth of study (i.e., liberal education requirements) and other campus-wide graduation standards must be approved by the faculty governing body for that campus.

8. Limits on use of S/N grades (see Administrative Policy: Grading and Transcripts for definitions of S and N).
   a. The maximum proportion of University S/N credits permitted within the total University credits in the degree is 25%.
   b. [Twin Cities only] 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.
   c. [Twin Cities only] For a student who completes only the minimum number of 30 credits at the University, no more than 8 of the 30 credits may be taken S/N.
   d. [Twin Cities only] Subject to the overall University policy contained in 8a, above, colleges, campuses, and programs may specify what courses or proportion of courses taken by its students or
its prospective students must be on the A-F or S-N grading system.
e. [Crookston only] Courses being used to satisfy Crookston major and liberal education requirements must be taken A/F unless the course is only offered S/N.

9. [Twin Cities and Rochester only] D grades are not permitted in major, minor, or certificate courses. Required courses for the major, minor, or undergraduate certificate in which a student receives a D grade (with or without plus or minus) do not count toward satisfying the major, minor, or certificate requirements (including transfer courses). All other courses, including courses in the major or minor field that are not required to complete the major or minor, will count toward a degree if the student earns a D or better.

10. (Crookston only) Students may have no more than two "D" grades in courses included in an academic major. Program faculty and the academic department determine the specific classes required for an academic major.

11. (Morris only) 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.

12. GPA requirement for graduation. A student who is admitted to a degree program or major and who completes all requirements of the degree, with a cumulative GPA of at least 2.000 in University of Minnesota coursework, will be allowed to earn a degree. The cumulative GPA is based on only University of Minnesota course work. No academic unit may impose additional grade point standards or conditions to graduate.

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY
The policy establishes a minimum consistent standard that all undergraduate students must reach in order to earn an undergraduate degree. The standard applies across the University system and is intended to ensure that students have a strong foundation for their future endeavors. This policy supports the University of Minnesota mission of teaching and learning.

Departments, colleges and campuses are empowered to determine the requirements and standards related to their degree programs and their majors and minors, but these must be consistent with the University's policy standards.

This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES
There are no procedures associated with this policy.

FORMS/INSTRUCTIONS
There are no forms associated with this policy.

APPENDICES
There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

- Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree FAQ
CONTACTS

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DEFINITIONS

**Academic Major**
A student's main field of specialization during the student's undergraduate or graduate studies. The major is recorded on the student's transcript.

**Academic Minor**
A student's declared secondary field of study or specialization during the student's undergraduate or graduate studies. A minor typically consists of a set of courses that meet specified guidelines and is designed to allow a sub-major concentration in an academic discipline or in a specific area in or across disciplines. The minor is recorded on the student's transcript.

**Baccalaureate Degree**
An academic degree conferred by a college or university upon those who complete the undergraduate curriculum. Also called bachelor's degree.

**Degree Structure**
The type of baccalaureate degree. Most baccalaureate degrees offered at the University of Minnesota are within the bachelor of arts (B.A.) structure or the bachelor of science (B.S.) structure. However, degrees are also offered within other structures such as the Bachelor of Fine Arts (B.F.A.) or Bachelor of Science in Business (B.S.B.).

**Requirements for the Major and Minor**
The set of courses that constitute the program of study in a focused area for a particular degree program. These courses make up a portion of the University of Minnesota degree.

RESPONSIBILITIES

**Colleges or campuses**
Prepare request to establish standards higher than those set in the policy. Communicate the new standards, if approved.

**Executive Vice President and Provost**
Consider collegiate or campus requests on higher standards and communicate the decision.

RELATED INFORMATION

- Administrative Policy: [Campus Specific Credit Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Crookston, Morris, Rochester](#)
- [Higher Learning Commission, Criteria and Requirements for Accreditation](#)

HISTORY
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
Credit for Nationally-Recognized Exams for Undergraduate Students: Twin Cities, Crookston, Morris, Rochester

POLICY STATEMENT

Students will be awarded credits based on nationally recognized examinations (Advanced Placement [AP] program, the International Baccalaureate [IB] program, and the College-Level Examination Program [CLEP]) when they meet the minimum standards for the campus awarding the credit.

These credits awarded become applicable to a University of Minnesota degree program or certificate program only after the student has been admitted and enrolled as a degree-seeking student or admitted to the certificate program.

Academic unit authorities on each campus have discretion to establish the minimum standards for awarding credits for nationally recognized examinations. In determining those standards, academic unit authorities evaluate the material in the nationally recognized examination. If the material is judged to be substantially similar to that of an existing course, credit will be awarded for that specific course. If the material is judged to be of college level but not substantially similar to an existing course, the academic unit may assign general departmental credits.

REASON FOR POLICY

To provide the opportunity for enrolled undergraduate students to receive credits for nationally recognized exams when the minimum standards, as determined by academic unit authorities, have been met. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

- UM 1787 - Review of Advanced Placement Course Award
Note: This form was designed for the Twin Cities Campus. Other campuses can adapt it to their processes if they so choose.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. Who determines the minimum standard to receive credit for a nationally recognized exam?

On the Twin Cities, Duluth, Crookston, and Rochester campuses, the minimum standard to receive credit for a nationally recognized exam is determined by the appropriate academic department or unit. On the Morris campus, the Scholastic Committee determines the minimum standard. On the Crookston Campus, the academic department recommends the minimum standard to the Standards and Policy Committee, which then recommends to the Faculty Assembly for final approval.

2. Which students are eligible to receive credit for nationally recognized exams?

Only students who have been admitted as degree-seeking undergraduates at the University of Minnesota and have a student status of "enrolled" are eligible to receive credit for nationally recognized exams. "Enrolled" does not refer to the student's registration status, but is a term used for students who have been admitted to the University and have matriculated. Students who have been admitted to the University but have not accepted an offer of enrollment are not eligible to receive credit for nationally recognized exams. High school students who are enrolled through the Post-Secondary Enrollment Options (PSEO) program are not eligible to receive credit for nationally recognized exams while they are enrolled as PSEO students. However, if they apply, are admitted, and matriculate as degree-seeking undergraduates at the University of Minnesota, they are then eligible to receive credit for nationally recognized exams.

3. When are the credits for AP and IB exams awarded?

Students must have completed the AP and IB nationally recognized examinations before they begin their studies as degree-seeking undergraduate students at the University of Minnesota.

Approved credits for AP will appear in a student's degree audit upon the University's official receipt of official AP test scores; students are notified of approved AP credit totals after they have been admitted to the University. IB credits are awarded after a student has been admitted to the University.

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</tbody>
</table>

DEFINITIONS

Academic unit authority
The academic college, department, or committee responsible for determining the minimum standards required to receive credit for a nationally recognized exam.
Academic department
The unit on campus offering coursework that is the same or substantially similar to the subject area of the nationally recognized exam.

Matriculate
The process by which a student accepts the University’s offer for admission and indicates that the student intends to enroll.

Minimum standard
The minimum exam score a student must earn in order to receive University credit for a nationally recognized exam.

Nationally recognized exam
Exams overseen by an independent organization (e.g., College Board) that determines the national standard for the exams’ content and scores.

RESPONSIBILITIES

Academic unit authority (academic departments on the Twin Cities, Duluth, and Rochester campuses; Scholastic Committee on the Morris campus; Academic Standards and Policy Committee on the Crookston campus)
Determine the minimum standards (i.e., exam score) to receive credit for a nationally recognized exam.

Office of Admissions (Twin Cities, Duluth, Crookston, and Rochester); Scholastic Committee in cooperation with the Office of the Registrar, Morris)
Oversee the administrative process for nationally recognized exams.

RELATED INFORMATION

- Higher Learning Commission, Criteria and Requirements for Accreditation

Twin Cities
- Advanced Placement
- International Baccalaureate
- College-Level Examination

Crookston
- Advanced Placement
- International Baccalaureate (TBD)
- College-Level Examination Program (CLEP)

Duluth
- Advanced Placement
- International Baccalaureate
- College-Level Examination

Morris
Credit Awarded by Examination
- Advanced Placement (AP)
- International Baccalaureate (IB)
- College Level Examination Program (CLEP)

Rochester
- Advanced Placement, International Baccalaureate, and College-Level Examination
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

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.

REASON FOR POLICY
Departments may wish to have a means of allowing students to demonstrate existing proficiency in a subject without requiring the student to complete coursework.

**PROCEDURES**

- Notating a Special Exam for Proficiency or Credit on the Transcript
- Requesting and Posting a Credit by Special Examination Fee
- Requesting Approval to Take an Exam for Proficiency or Credit

**FORMS/INSTRUCTIONS**

- OTR154 - Request for Special Examination
- Request for special examination (Morris) (PDF)
- Request for special examinations (Crookston) (PDF)
- Request for special examination room

**APPENDICES**

There are no appendices associated with this policy.

**FREQUENTLY ASKED QUESTIONS**

1. **Who may take an examination for credit or proficiency?**
   Only students who have been admitted to the University of Minnesota as degree-seeking undergraduate students and have a student status of "enrolled" are eligible to take an examination for credit or proficiency. "Enrolled" does not refer to the student's registration status, but is a term used for students who have been admitted to the University and have matriculated. Students who have been admitted to the University but have not accepted an offer of enrollment are not eligible.

   High School students who are enrolled through the Postsecondary Enrollment Option (PSEO) program are not eligible for these exams while they are enrolled as PSEO students. However, if they apply, are admitted, and matriculate as degree-seeking undergraduates at the University of Minnesota, they are then eligible to take an exam for credit or proficiency.

2. **Who determines whether or not to offer an examination for credit or proficiency?**
   On the Twin Cities, Duluth, Crookston, and Rochester campuses, the decision to offer such an examination is made by the academic department or unit offering the course or subject for which the student is seeking examination. On the Morris campus, the Scholastic Committee has the authority to grant an examination for credit; examinations for proficiency are granted by the academic department.

3. **If a student does not pass an exam for credit or proficiency, is this noted on the student's transcript?**
   No; only successful exam completions are noted on students' transcripts.

**CONTACTS**

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DEFINITIONS

Academic department
The unit on campus offering course work that is the same or substantially similar to the subject area of the exam.

Currently enrolled undergraduate degree-seeking students
Students who have been admitted to a University of Minnesota undergraduate degree program and who have matriculated.

Campus-specific credit requirements
The minimum number of credits students must complete at the campus from which they expect to graduate before a degree will be granted.

RESPONSIBILITIES

Academic departments (Twin Cities, Duluth, Crookston, and Rochester)
- Determine whether or not to make available to students an exam for credit or proficiency.
- Determine the format and scoring of the exam.

Colleges (Twin Cities, Duluth, Crookston, and Rochester)
- Determine whether or not successful completion of the exam will apply to the student's degree program.
- Request the credit by special exam fee as part of the annual budget process.

Scholastic Committee (Morris)
- Determine whether or not to make available to students an exam for credit or proficiency.
- Determine whether or not successful completion of the exam will apply to the student's degree program.

Office of the Registrar (All campuses)
- Appropriately notate on students' transcripts any successful completion of a departmental exam for proficiency or credit.

RELATED INFORMATION

- Special Examinations on Morris Campus
- Administrative Policy: Campus Specific Credit Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Crookston, Morris, Rochester

HISTORY

Amended:
March 2014 - Comprehensive Review, Minor Revision 1. Clarifies that student must be enrolled in a program to be eligible for these exams. 2. Emphasizes that it is the department's choice as to whether or not to offer departmental exams for proficiency or credit.

Effective:
May 2011 - Replaces Senate Policy: Examinations for Credit and Proficiency. Clarifies who is eligible to take a departmental exam for proficiency or credit. Defines key terms to provide clarity for the reader.
Supersedes:
Examinations for Credit and Proficiency

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

Directed study, directed readings, and directed research courses are opportunities for students to work individually with a faculty member and to earn credit for individually designed content.

1. Departments, colleges and campuses who wish to offer these types of courses must specify:
   a. the levels for these directed courses within their curricula;
   b. the criteria for registration for these courses; and
   c. the criteria that are used to determine who is eligible to teach these courses.

2. Colleges and campuses must establish and publish procedures for registration in directed study, directed research, and directed readings courses.

3. The instructor of a course and the student must have a written contract in place that specifies the student's responsibilities for the courses and the name of the instructor who is responsible for turning in the student's grade for the course, as part of the enrollment in the course. Instructors must provide a copy of the contract to the academic department in which the registration for the course occurs.

4. These courses do not require a syllabus.

5. The instructor must set the number of credits for these courses in accordance with the provisions of Administrative Policy: Expected Student Academic Work per Credit: Twin Cities, Crookston, Morris, Rochester so that the academic workload requirements are in conformance (generally 3 hours of work per week per credit for undergraduate students and more than that for graduate and professional students).

6. Programs may limit the number of directed study, directed readings, and directed studies courses a student may take per term.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Uniformity of expectations across directed study, readings and research opportunities is in the best interest of students, faculty and staff.
PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

There is no FAQ related to this policy.

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DEFINITIONS

Directed Research
An opportunity in which a student designs and carries out a research project under the direction of a faculty member. Directed research may be taken for variable credit and special permission is needed for enrollment.

Directed Study
A course in which a student designs and carries out an independent project under the direction of a faculty member. Directed study courses may be taken for variable credit and special permission is needed for enrollment.

Directed Readings
A course in which a student designs an area of study under the direction of a faculty member. Directed readings may be taken for variable credit and special permission is needed for enrollment.

RESPONSIBILITIES

Instructor

- Review and approve the contract a student has created for a course/subject. Work with the student to revise the contract, as needed, before approval.
University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu

- Supervise the student’s work in such a course.
- Submit final grade at the end of the course.

**Student**
- Obtain permission to enroll in the course and register for the course.
- Complete the responsibilities of the course, as specified in the contract.
- Maintain regular contact with the instructor.

**Academic Unit**
- Maintain records of such courses, including the individual contracts for each occurrence.
- Maintain oversight of curriculum and instructor workload.

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**RELATED INFORMATION**

- Administrative Policy: [Expected Student Academic Work per Credit: Twin Cities, Crookston, Morris, Rochester](#)
- Administrative Policy: [Academic Unit Authority Over the Curriculum and the Major: Twin Cities, Crookston, Morris, Rochester](#)

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**HISTORY**

**Amended:**
October 2015 - Comprehensive Review, Major Revision. 1. Requires instructors to file a copy of the contract associated with these courses, to be on file in the academic department offering the course. 2. Requires departments, colleges, and campuses to specify the criteria for both eligibility and registration into these courses. 3. Allows departments to establish limits to the number of these types of courses that a student may take. 4. Specifies the responsibilities for the instructor, student, and academic unit.

**Amended:**
December 2009 - Policy now applies to Crookston.

**Effective:**
April 2009

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Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to [UReport](#).
POLICY STATEMENT

General Provisions

The principal criterion for the choice of any required materials for a course or program should be that the materials are the most appropriate for the purpose. The instructor who has been assigned responsibility for the course or program, in most cases, identifies what materials are required for the course. The process for selecting course materials must avoid conflict of interest or the appearance of conflict of interest.

Generally, no member of the instructional staff of the University may personally profit from the assignment of materials, or assignment of the venue of purchase of materials, to students in classes or any other instructional setting at the University. If the faculty member responsible for a course or program judges that the best materials available for use with the course are materials whose sale will provide them personal income, the faculty member must receive approval from the head of the academic unit.

Review and Approval

The instructional staff member must justify the requirement to use the materials in the course in their request for approval to the head of the academic unit.

The head of the academic unit should judge the request solely on the academic merit of the materials. The decision to approve the request should typically include a consultative step with faculty peers knowledgeable about the use of the materials. If the head of the academic unit is also involved in the use of these materials, the dean of the college must give the written approval.

The approval, if given, will apply to all offerings of the course for which the affected individual is responsible during the twelve-month period following the approval date.

If the individual wishes to assign the same materials, or other materials created by that individual for courses occurring after the twelve-month period lapses, a new request for approval must be submitted to the head of the academic unit.

Documentation

The unit must retain the request and the subsequent decision, as well as file a copy of the record of the approval with the dean of the college.

Exclusions

This policy is not applicable to the Duluth campus.
REASON FOR POLICY

To manage conflict of interest concerns, persons teaching courses may not by themselves make the decision to assign course materials for which they could personally earn a profit. Requiring approval from a higher level provides appropriate internal controls.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. What is meant by ‘materials’?
   Materials refers to anything that may have been developed by or be the intellectual property of an instructor, including but not limited to textbooks, reading packets or materials, models, computer programs, artwork, etc.

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</table>

DEFINITIONS

Instructional Staff
Faculty, including adjunct faculty; graduate teaching assistants; and all other individuals assigned to provide instruction in a course.

RESPONSIBILITIES

Instructional staff
Identify materials required for the course.
Submit a formal request to the department head, requesting permission use any materials in the course from which the individual will personally profit. Provide justification for the selection of those materials as part of the request.
Academic Unit Head

- Review the academic merit of the materials, and consult with faculty peers.
- Provide a formal response to the request.
- Retain a copy of the record of the decision in the academic unit files.
- File a copy of the decision with the collegiate dean’s office.
- Monitor compliance and provide information about this policy to instructional staff.

Academic Dean

Review and render decisions on requests, if the individual providing the instruction in the course is an academic department head.

RELATED INFORMATION

Administrative Policy: Individual Conflicts of Interest

HISTORY

Amended
February 2016 - Comprehensive Review. Minor Revision. Changes clarifies the documentation expectations when approval is given to use materials in a course that were created by that instructor, and specifies that a one-up approval is required when the head of the administrative unit is involved in the use of the materials.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009

University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

Enrolling in overlapping classes is prohibited so students can actually attend the classes in which they enroll. For Twin Cities campus students, back-to-back classes with insufficient travel time may lead them to consistently arrive late or to depart early, which can disrupt a class and cause the student to miss instruction. Students are responsible for planning a schedule that allows enough time for travel between classes. Instructors may accommodate student-scheduling problems but are not required to do so.

1. Overlapping class times
   a. Classes that have any common meeting time are considered to be overlapping.
   b. Students are not permitted to register for classes that overlap unless they successfully petition for permission to do so.
   c. Petitions for overrides for such conflicts require the approval of all instructors involved. The decision to approve or disapprove such a petition for override is discretionary with each instructor involved, but petitions should be granted only under extenuating circumstances.

2. Enrollment in back-to-back classes [Twin Cities only]
   a. Students should not enroll in back-to-back classes when (1) the amount of time available for travel is less than 15 minutes (when both are on either the Minneapolis or St. Paul campus), or (2) the amount of time available to travel between two classes (when one is on the Minneapolis campus and the other on the St. Paul campus) is less than 30 minutes.
   b. Petitions for protection from penalties for such conflicts require the approval of all instructors involved and will be approved only under extenuating circumstances. The decision to approve or disapprove such a petition for override is discretionary with each instructor involved.
   c. If the student's petition has not been approved, instructors have the authority to penalize students who consistently arrive late or depart early from a class.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Students consistently arriving late for a class or departing early can disrupt the teaching and learning process. Instructors must understand that they may accommodate student-scheduling problems but are not required to do so.
PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

- OTR024 - Class Time Conflict Approval
- Online Class Time Approval (login required)

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. How do students obtain permission to enroll in back-to-back courses?

   Students who wish to enroll in back-to-back courses (or those with overlapping times) must complete the “Course Time Conflict Approval” form. Completing the form requires the signature of both instructors involved in a course time conflict. Without written permission, students will not be allowed to register for courses that are separated by less than one minute or overlap in the time they are offered. Verbal permission will not allow the student to register.

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DEFINITIONS

There are no definitions related to this policy.

RESPONSIBILITIES

There are no specific responsibilities related to this policy.

RELATED INFORMATION
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

1. Departments and colleges should be selective in determining prerequisites for courses. Prerequisites should not be set for a course except in progressive, sequence courses or where departments can clearly demonstrate that a student will not be able to complete the course successfully without first completing the prerequisite course work.

2. Where prerequisites have been set, catalogues and course materials must list them and advise students to take only those courses for which the prerequisites have been met.

3. Where prerequisites have been set, instructors may require that any student who has not taken the specified prerequisites for the course must withdraw. Instructors may, however, grant permission, on an individual basis, for a student to take a course without having taken the prerequisite(s).

4. 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.

Exclusions
This policy is not applicable to the Duluth campuses.

REASON FOR POLICY

Prerequisites inform students that, in order to be successful in a particular course, they must enter the course already having attained specific knowledge as a necessary background. Prerequisites provide a process for directing students to courses for which the students are adequately prepared. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES

There are no procedures related to this policy.
FORMS/INSTRUCTIONS
There are no forms associated with this policy.

APPENDICES
There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS
There is no FAQ related to this policy.

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DEFINITIONS

**Prerequisite**
A course that is a necessary requirement before subsequent advanced courses.

RESPONSIBILITIES
There are no specified responsibilities related to this policy.

RELATED INFORMATION

- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

Amended:
September 2014 - Clarifications related to Higher Learning Commission accreditation requirements

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

Evaluation of teaching provides information (1) to help improve teaching, (2) to be used for faculty tenure decisions and salary and promotion decisions based on merit, and (3) to assist students in course selection. The methods used are:

- Student ratings of teaching
- Peer evaluations

A. General Provisions for Evaluation of Teaching

1. All instructors, regardless of their academic rank or tenure status, will have their teaching performance evaluated.

2. The process for evaluating teaching used in tenure and promotion decisions must follow Board of Regents Policy: Faculty Tenure.

3. Student rating data, including the response rates for the data, may be used in personnel decisions for faculty and instructional staff whose salary is fully or partially based on teaching, (e.g., merit and salary reviews, promotion, tenure for tenure-track faculty).
   - The results must be shared with the instructor being reviewed.
   - Only those individuals who are responsible for decisions on reappointment, promotion, tenure, and salary adjustments may have access to information about a specific instructor.
   - Instructors are allowed to respond to student rating results by adding written comments to their files that are communicated to individuals responsible for personnel decisions.

4. When used for salary, promotion, and tenure decisions, information from student ratings should be used in conjunction with other relevant metrics to assess instructional effectiveness.

5. The academic unit must maintain a record of the instructor's contributions to teaching, including cumulative summaries of student ratings of the instructor's courses. Units must protect the materials as private data.

6. To assist students in course selection, students may view Student Rating of Teaching responses that pertain to a course and not to a specific individual. (This provision does not apply to the Crookston campus)

7. Student rating data should be used with other types of information to identify instructors who deserve rewards as well as instructors who may need assistance in improving their classroom effectiveness. When used for salary, promotion, and tenure decisions, these data should be used in conjunction with other relevant metrics.

8. Custom Items
Colleges and departments may, after consultation with, and approval from, the vice provost for faculty and academic affairs, add custom items to the Student Rating of Teaching form. If custom items are added by a department or college, that unit will make available to instructors a written policy that defines which data from the custom items will be used (1) for improvement of teaching, (2) for personnel decisions, and (3) for improving courses or programs.

- Data used solely for teaching improvement will be provided only to the instructor.
- Data to be used for personnel decisions will be available to individuals charged with reviewing instructor performance.
- Data to be used for course and program improvement will be available to curriculum committees and similar bodies only in aggregated form and will not be identified with individual instructors. In all instances, the data will be provided to the instructor.

### B. Student Rating of Teaching Form and Requirements

1. Every course with a University course number will be rated by the use of student rating forms every time it is offered, except that thesis-only credits, directed or independent study, and internships will not be rated using such forms. For courses with one instructor but multiple components (e.g., lab, lecture, recitation, etc.), departments have the discretion to evaluate the components separately. For courses with multiple components, each taught by a different instructor, each component should be evaluated separately.

2. The standard student rating form (see Appendix X) will be used except that:
   - In courses with more than two instructors, departments and/or colleges that wish to use alternative evaluation procedures must seek written approval from the Senate Committee on Educational Policy (SCEP).
   - Academic units in which student evaluation procedures must meet national accreditation standards may use alternative evaluation procedures with written approval from SCEP.
   - A department that wishes to use an alternative form for a course must receive written approval from SCEP.

3. All students present when the evaluation is conducted, or all students enrolled in online courses, must be provided the student rating form. Completed forms will be submitted anonymously. Students, regardless of the rating protocol or method used, have the option to:
   - opt-out of responding to one or more questions on the form; or
   - opt-out of completing the entire student rating form.

4. Instructors may not be present when the evaluations are completed and collected. Instructors may only see the completed forms after their grades have been turned in.

5. Students who have withdrawn from the course may not participate in the rating of that course.

6. The dean or chancellor of each college or campus, in consultation with the faculty, will determine whether and how written comments on student evaluation forms may be used in personnel decisions. In units where all written comments on students' ratings of teaching are sent to the chair and/or to reviewing-bodies and are included in the file, unfairly prejudicial comments will be withheld from the file upon request of the instructor concerned and accordingly will not be part of annual or other reviews. The decision whether particular comments are unfairly prejudicial will be made by the chair, a senior faculty member designated through a process determined by the department, or a standing or ad-hoc committee. This provision is intended to cover offensive, racist, sexist, homophobic, and other personal comments, and is not intended to exclude from the file negative comments directly related to the course.

7. The original completed student-rating forms will be returned to the instructor with any student demographic information removed. Information from electronic forms will be made available to the instructor.

### C. Peer Evaluation of Teaching

Peer review should include assessment of the instructor's knowledge of the subject matter, general contributions to departmental teaching efforts, and any other teaching contributions. (see Appendix for best practice guidelines.)

1. **Peer review process.**
   - Every academic unit should have a documented process for peer review of every instructor's teaching efforts and contributions to teaching, both for purposes of promotion decisions and for teaching-based salary increases. The academic unit should evaluate instructors in ways appropriate to the discipline, and include consideration of activities outside the classroom such as facilitating student research, advising students, and other activities related to students' educational programs.
b. The peer-review process must include consideration of any additional materials identified by the instructor as relevant to the evaluation. Instructors are encouraged to prepare and regularly update a teaching portfolio that contains materials that will be considered during their evaluation.

2. Faculty peer review.
   a. Faculty peers are responsible for evaluating teaching conducted by tenured and tenure-track faculty as outlined in Board of Regents Policy: Faculty Tenure, Administrative Policy: Faculty Compensation, and Administrative Procedure: Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty.
   b. Both faculty and instructional staff may participate in the evaluation of instructors who are not tenure-track or tenured faculty.

Exclusions
This policy is not applicable to the Duluth campus.

Course-related SRT results from the Crookston campus will not be released to students.

REASON FOR POLICY
This policy establishes standards and processes for evaluating teaching: peer review and student rating of teaching for the campuses of Morris, Rochester, and the Twin Cities.

It is essential to ensuring quality of instruction and providing feedback to instructors and supervisors.

PROCEDURES

- Using Paper and Online Forms to Conduct Student Ratings

FORMS/INSTRUCTIONS

- UM 1811 - Student Rating of Teaching

APPENDICES

- Peer Review of Teaching: Best Practices

FREQUENTLY ASKED QUESTIONS

1. Are there costs associated with administering custom items on a form?
   Units should consult the Office of Measurement Services to inquire about costs associated with administering a custom form or adding custom items on the Student Rating of Teaching form.

2. Can instructors administer additional evaluation items?
   Instructors are encouraged to conduct early- and mid-semester course assessments for the purpose of receiving feedback about student learning during the term. Instructors may ask students to answer supplemental questions in the open-ended section of the standard rating form, on a separate sheet, or online. See http://z.umn.edu/earlyterm for more information about early- and mid-semester course assessments.

CONTACTS
DEFINITIONS

There are no definitions associated with this policy.

RESPONSIBILITIES

Executive Vice President and Provost

- Convey to colleges the importance of teaching in decisions regarding promotion, tenure, and merit-pay increases.
- Consult with colleges regarding custom items and exceptions to the policy.

Deans

- Convey the importance of teaching in decisions regarding promotion, tenure, and merit-pay increases.
- Consult with college governing bodies regarding the use of written comments in personnel decisions.

Department Heads

- Convey to instructors the importance of teaching in decisions regarding promotion, tenure, and merit-pay increases.
- Ensure that evaluation of teaching takes place in the unit.
- Decide whether particular written comments are unfairly prejudicial.

RELATED INFORMATION

- Board of Regents Policy: Faculty Tenure
- Administrative Policy: Faculty Compensation
- Administrative Procedure: Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty.
- Peer Review of Teaching material

HISTORY

Amended:
November 2015 - Policy now applies to Crookston - with minor exception: Course-related SRT results from the Crookston campus will not be released to students.

Amended:
January 2015 - Comprehensive Review. Minor Revision. Key policy changes: 1. Meets the student requests for information that may aid in course selection by releasing course related information from the Student Rating Tool that does not violate Minnesota State Data Privacy law. 2. Eliminates unnecessary language related to policy compliance. 3. Revises the language regarding the authority to decide whether written comments may be used for personnel decisions.
Amended:
December 2014 - 1. Meets the student requests for information that may aid in course selection by releasing course related information from the Student Rating Tool that does not violate Minnesota State Data Privacy law. 2. Eliminates unnecessary language related to policy compliance. 3. Revises the language regarding the authority to decide whether written comments may be used for personnel decisions.

Effective:
April 2009
POLICY STATEMENT

Workload expectations in this policy are an estimate of the amount of work needed for an average student to earn an average grade. Course grades are based on the quality of the work submitted, not on hours of effort (as provided in Administrative Policy: Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester). Workload expectations per credit do not vary with the method of delivery of the course or the length of the academic term.

A. Undergraduate Courses

1. **Student workload expectations per undergraduate credit.** For fall or spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester, in order to complete the work of the course to achieve an average grade. One credit equals 42 to 45 hours of work over the course of the semester (1 credit x 3 hours of work per week x 14 or 15 weeks in a semester equals 42 to 45 hours of academic work). Thus, enrollment for 15 credits in a semester represents approximately 45 hours of work per week, on average, over the course of the semester.

2. **Exceptions to undergraduate workload standard.** Professional norms and the nature of the academic work may necessitate spending more than three hours of work per week on average. For example, clinical experiences, some laboratory work, and some studio activities may require more than an average three hours per week. Demands on the student in excess of the average of three hours per credit per week are permissible with college approval and with appropriate notification to the student of the amount of work expected for the course or educational experience (e.g., in class schedules, bulletins, or syllabi).

3. **Student workload statement required for undergraduate courses.** All proposals for undergraduate courses must include a student workload statement demonstrating how the course conforms to the student workload expectations in sections (a) and (b). College and campus curriculum committees and other approving bodies (e.g., the Council on Liberal Education) must consider the student workload statement in reaching a decision on whether to approve a proposed course.

B. Graduate School and Professional School Courses

It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week.

C. All Courses

1. For courses using one course number that enroll both undergraduate and graduate/professional students, workload expectations may be different for the two.
2. When a course is offered at two levels (e.g., 1xxx/3xxx or 3xxx/5xxx), workload expectations will differ for the students enrolled at different levels.

3. Instructional units should periodically review course syllabi to determine whether the number of course credits is appropriate for the expected student workload.

**Exclusions**

This policy is not applicable to the Duluth campus.

**REASON FOR POLICY**

Information on workload expectations assists students in understanding the necessary time to allocate for their courses. Outlining workload expectations also allows for greater consistency across the curriculum, as well as identifies areas where the expectations are not necessarily applicable due to the nature of the course being taught. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

**PROCEDURES**

There are no procedures related to this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

There are no appendices related to this policy.

**FREQUENTLY ASKED QUESTIONS**

1. Do the student workload expectations per undergraduate credit apply to courses that are scheduled in academic terms other than the standard semester?
   
   Yes. The expectation of academic work per credit established for semesters applies to all academic terms. Courses scheduled during the May session, summer session, and any other special terms have the same expectations for student workload per credit as for courses held during the typical semester. For example, a one-credit course represents approximately 42 to 45 hours of academic work, regardless of the length of the academic term.

2. Do the student workload expectations per undergraduate credit apply to all courses, including online and distance education courses?
   
   Yes. The workload expectations per credit are the same, regardless of the method of delivery of the course (for example, online, interactive video, correspondence, classroom, or a combination of delivery methods).

**CONTACTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Phone</th>
<th>Fax/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact(s)</td>
<td>Jennifer Reckner</td>
<td>612-624-3970</td>
<td><a href="mailto:reckn001@umn.edu">reckn001@umn.edu</a></td>
</tr>
<tr>
<td></td>
<td>(undergraduate)</td>
<td>612-625-2815</td>
<td><a href="mailto:starry@umn.edu">starry@umn.edu</a></td>
</tr>
</tbody>
</table>
DEFINITIONS

Average grade
According to the policy on Grading and Transcripts, an average grade (C) represents achievement that meets the course requirements in every aspect.

RESPONSIBILITIES

There are no specific responsibilities related to this policy.

RELATED INFORMATION

- Administrative Policy: Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester
- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

Amended:
September 2014 - Clarifications related to Higher Learning Commission accreditation requirements

Amended:
September 2011 - Comprehensive Review. Minor clarifications made to Policy Statement including that workload expectations per credit do not vary with the method of delivery of the course or the length of the academic term and added Frequently Asked Questions section.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009

The University of Minnesota expectations for workload per credit were first adopted by the Faculty Senate on February 16, 1922.
POLICY STATEMENT

The faculty in each unit are responsible for ensuring that there is an effective advising process. The faculty of every unit will collectively determine the mechanisms by which faculty members will be involved in advising students and will periodically review the effectiveness of that process. In some units faculty may choose to be directly involved in advising or may share that responsibility with appropriately trained academic professionals, graduate students, or peers. The faculty of each unit must assist in and cooperate with the advising process as appropriate and are responsible for providing timely information about the curriculum and student performance to advisers. The faculty should encourage students to take advantage of opportunities provided by the advising process to broaden, intensify, and integrate their educational experience.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Advising is an important component of the educational enterprise, and expectations for faculty and students regarding advising should be clearly outlined.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

By the start of the term, every department must identify, for each course offering, the instructor responsible for the course.

1. Instructor responsibility
   a. The instructor who is in overall charge of a course offering is accountable for all grades given to students. Responsibility for grading or evaluating student work in a course may be assigned to a teaching assistant or grader but ultimate responsibility remains with the instructor for the course. All individuals who grade or evaluate student work in a course must have a formal affiliation with the course (e.g., as instructor of record, teaching assistant, paid grader).
   b. Instructors in charge of a course with multiple sections or laboratories must take reasonable steps to ensure that grading across sections or laboratories is consistent.
   c. In courses where the instructor in charge of a course is an adjunct faculty member who may be affiliated with the University for only a short period of time, the department or academic unit may assign a regular faculty member to be accountable for grades after the course has ended.
   d. Students in every course must be clearly informed about who is ultimately responsible for assigning grades in the course.

2. Student questions about grades
   a. Students have the right to request and receive an explanation for a grade during and after the course but have no right to challenge the academic merits of any grade.
   b. Students may seek an explanation for a grade until the end of the following semester (not including summer session). The instructor is obligated to provide an explanation for a grade within a reasonable time if a request is made by the end of the following semester. The instructor is not obligated to reconsider the grade.
   c. If a student does not receive an explanation for a grade from the instructor within a reasonable time of making a request, the student may consult the director of undergraduate studies or department chair for assistance in obtaining an explanation. Students also may seek assistance from the campus student conflict resolution office.

Exclusions

This policy is not applicable to the Duluth campus.
This policy clarifies both the accountability and responsibility for assigning grades; and for responding to requests for explanations about the grades.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

CONTACTS

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact(s)</td>
<td>Stacey Tidball</td>
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<td><a href="mailto:tidball@umn.edu">tidball@umn.edu</a></td>
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<tr>
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</tr>
<tr>
<td>Morris Campus</td>
<td>Judy Korn</td>
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<td><a href="mailto:kornir@morris.umn.edu">kornir@morris.umn.edu</a></td>
</tr>
<tr>
<td>Rochester Campus</td>
<td>Laura Walker</td>
<td>507-258-8008</td>
<td><a href="mailto:lwalker@r.umn.edu">lwalker@r.umn.edu</a></td>
</tr>
</tbody>
</table>

DEFINITIONS

Explanation of a grade
The criteria used to formulate a grade, not an automatic change of grade.

RESPONSIBILITIES

Department
Identify an instructor for each course offering by the first week of class.

Instructor
- Inform students in class who is ultimately responsible for assigning a grade.
- Respond to grade inquiries and provide explanations upon request.
RELATED INFORMATION

There is no related information associated with this policy.

HISTORY

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

A. Establishment and Use of University Grading Systems

1. There are two distinct grading systems on each campus of the University, A-B-C-D-F (with pluses and minuses as permitted by this policy) and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course. This policy does not require any instructor to use pluses and minuses.

2. There are, in addition, registration symbols identified and described in this policy that carry neither grade nor credit.

3. No campus, college, or program is required to offer a course on the S-N grading system.

4. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.

5. When both grading systems are available to a student, the student must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).

6. Except as provided in this policy in Sections A (7) and F (12), no college may use any grading systems other than the ones established by this policy.

7. The Law School and the Medical School are exempt from the provisions of this policy, but will report their grading systems, and any changes therein, to the Faculty Senate. Any other units that believe that the national norms of their profession require a different grading system may make application to the Senate Committee on Educational Policy for an exemption from this policy. The Faculty Senate must approve all such exemptions.

8. The No Grade (NG) grading basis is used for certain graduate-level registrations as determined by the Graduate School.

B. Permanent Grades for Academic Work for Credit

1. The list below identifies the possible permanent grades that can be given for any course for which credit is to be awarded. These grades will be entered on a student's official transcript and, for an A, B, C, or D with permitted pluses and minuses, carry the indicated grade points. (Except for the Law School, the University does not award A+ grades, nor are D- grades permitted). The S grade will not carry grade points but the credits will count toward the student's degree program if allowed by the college, campus, or program.

A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet
<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A-</td>
<td>3.667</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>S</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better</td>
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</tbody>
</table>

2. These definitions apply to grades awarded to students who are not enrolled in graduate, post-baccalaureate, and professional programs, but the grade points are the same no matter the level or course of enrollment.

3. Instructors are permitted to hold graduate and undergraduate students who are in the same class to different standards of academic performance and accomplishment. The syllabus must make clear what the different standards will be for the different groups of students who may be enrolled in the class.

4. These are the general University standards. In connection with all symbols of achievement instructors will define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each.

**C. Permanent Grades for Academic Work for which No Credit is Given**

1. There are two permanent grades given for a course for which no credit is to be awarded. These grades will be entered on a student's official transcript.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>F</td>
<td>&quot;0&quot; Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section D). The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will count in the grade point average.</td>
</tr>
<tr>
<td>N</td>
<td>Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section C). The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.</td>
</tr>
</tbody>
</table>

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

b. 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 the F or the N, the student will be re-registered for the course and the F and N grade will be entered on the transcripts.

**D. Incompletes**

1. There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time.
2. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements (except as provided in section D (8)).

3. Work to make up an I must be submitted within one year of the last day of final examinations of the term in which the I was given for all students except graduate and professional students. If not submitted by that time, the I will automatically change to an F (if the student was registered on the A-F system) or an N (if the student was registered on the S-N system) for the course. If an I changes automatically to an F or an N, the instructor has the discretion to reinstate the I for one additional year only.

4. For graduate and professional students, an I remains on the transcript until changed by the instructor or department.

5. When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or an N, under the provisions of the preceding paragraph, it may subsequently be converted to any other grade, upon petition by the instructor (or the department if the instructor is unavailable) to the college.

6. A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student. (Depending on the timing of when the work is turned in and the ability of the instructor to award a grade, an F or an N may appear temporarily on the transcript.) Students who have received an I in a course are not allowed to sit in on the class again (that is, without registering for it) to complete the grade.

7. If a student graduates with an I on the transcript, the I will remain permanently an I. A student may petition the college, within a year of graduation, to complete the work in the course and receive a grade. The degree GPA is frozen upon graduation but the cumulative GPA will reflect the change in GPA if a student chooses to complete the work and change the I to a grade within a year of graduation.

8. 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).

9. Receipt of an I in a course does not create an entitlement for a student to take the course a second time.

E. Other Transcript Symbols

1. Auditing a course.
   a. There will be a symbol V, visitor, indicating registration as an auditor or visitor, which will carry no credit and no grade.
   b. Students auditing a course are required to pay full tuition but do not take exams and are not required to do homework. An auditor is entered on the class roster (grade report), is counted as filling a seat in a controlled entry course, and is counted in an instructor's student contact hours.
   c. Students may not sit in on a course without registering for it.
   d. A student will be allowed to take a previously audited class for a grade.

2. Withdrawing from a course.
   a. There will be a symbol W, withdrawal, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus. 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.
   b. 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.
   c. One-time late withdrawal: Each student may, once during an undergraduate enrollment, withdraw from a course without college 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.
   d. Except as provided in the preceding section, withdrawal after the deadlines will require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

3. Continuation course. There will be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor will submit a grade for each X when the student has completed the sequence.
4. **Course in progress.** There will be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

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.

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### F. Other Provisions

1. **Zero-credit courses.** Courses that carry zero credits do not count in either term or cumulative grade point averages. Such courses carry normal tuition and fee charges.

2. 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. (Examples: 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.)

3. **Counting credits toward a University degree.**
   a. A course that carries University credit toward a degree in one department or college must carry University credit in all other departments and colleges.
   b. A department or college has discretion to decide whether a course completed in another unit will count towards the specific college or department/program/major requirements.

4. 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.

5. **Releasing transcripts.** The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes.

6. **Repeating courses.**
   a. An undergraduate student may repeat a course only once (except as noted in section 6(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 6 (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 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 6 (c)). No department or college may bracket the courses of another department or college 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. The Graduate School does not bracket courses.
   f. When a student enrolled in the Graduate School repeats a course, provisions 6(a) and (b) apply, but all grades for the course will be counted in the student's grade point average.

7. **Grade point average.** Every student will have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which will be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the term and cumulative grade point average will appear on each student's record.

8. **Final grade due date.** Final grades will be submitted to the Registrar no later than three business days after the last day of the final examination period.

9. This policy may be modified from time to time but existing transcripts will not be modified when there are changes in policy. Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript.10.

10. **Compiling and reporting grading data.**
   a. Data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and on overall collegiate grade point averages will be prepared for grades...
awarded each Fall Semester. Data should be reported for all undergraduate students. 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.
b. 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.
c. The data tables and graphs required in 10 (a) and (b) will be reported annually to the Faculty
Senate. These data should also be provided to all deans and department heads and made available
to faculty and students.

11. All colleges and campuses will publish each term a dean's list, consisting of students who achieved a
3.666 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.

12. **Alternative grading systems.**
   a. 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 6, no college or program may use any grading system
except for the one contained in this policy.
   b. 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).

**Exclusions**

This policy is not applicable to the Duluth campus.

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**REASON FOR POLICY**

A standard grading system establishes a common understanding of the meaning of grades and promotes uniformity in
assigning them. Defining grades and their associated meaning (grade points and assessment of achievement) allows
for comparison and for computation of the term and cumulative grade point average.

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**PROCEDURES**

There are no procedures associated with this policy.

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**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

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**APPENDICES**
Scholastic Committee Guidelines: Petition guidelines for undergraduate students enrolling in a course a third time

Student Guidelines: Petition guidelines for undergraduate students enrolling in a course a third time

FREQUENTLY ASKED QUESTIONS

Grading and Transcripts FAQ

CONTACTS

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DEFINITIONS

Major/program requirements
Program requirements include those determined as the requirements to complete a major or minor in a department. Program requirements must be completed in addition to the other requirements for a degree (e.g. liberal education requirements).

Scholastic Dishonesty
Plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

RESPONSIBILITIES

Office of the Registrar
Maintain the transcript

Instructor
Submit final grades within three working days of the last day of final exams.

RELATED INFORMATION

- Board of Regents Policy: Conflict Resolution Process for Student Academic Complaints
- Board of Regents Policy: Student Conduct Code
- Administrative Policy: Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Morris, Rochester
- Office for Community Standards
- Request for Official Transcript
HISTORY

Amended:
May 2014 - Major Revision. Moves the drop course date from the eighth week of the class to the tenth week of the class for Morris, Rochester, and the Twin Cities, which allows the student to make a more informed decision about the drop.

Amended:
April 2013 - Minor revision: 2 appendices added - Scholastic Committee Guidelines: Petition guidelines for undergraduate students enrolling in a course a third time and Student Guidelines: Petition guidelines for undergraduate students enrolling in a course a third time

Amended:
April 2010 - Scholastic Dishonesty: Aligns practices across campuses and eliminates a way for students to avoid consequences for cheating by withdrawing from course; Final Grade due date - makes language consistent with related policy and with current practice.

Amended:
December 2009 - Policy now applies to Crookston.

Amended:
September 2009 - Added question 2 to FAQ.

Amended:
April 2009

Effective:
April 2009

University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

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

1. Holds may be placed on a student's record under the following circumstances:
   a. In order to assist the student, advisers may at any stage during a student's academic career impose a hold on the student's record that affects the student's ability to register when appropriate for advising purposes.
   b. The University may place a hold on a student's record for a violation of Board of Regents Policy: Student Conduct Code or for failure to meet financial obligations to the University (for example, unpaid bills, library fees, unreturned keys.
   c. The Executive Vice President and Provost and/or Vice President for Health Sciences may designate other appropriate reasons for the University to place a hold on a student's record.

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

3. To remove a hold from a student record, the student must first pay the debt owed; correct the deficiency or problem; or be cleared by the Office for Community Standards (or the appropriate office on the system campuses.)

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Holds are placed on student records as leverage where needed to protect the University's interests where necessary. For various reasons the University may need to place holds on students' records to compel student action. Placing holds is not an arbitrary action. Only certain offices on campus are able to place holds.

PROCEDURES

There are no procedures related to this policy.
There are no forms associated with this policy.

There are no appendices related to this policy.

There are no frequently asked questions related to this policy.

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</table>

There are no definitions related to this policy.

There are no specific responsibilities related to this policy.

Board of Regents Policy: Student Conduct Code

Promoting Timely Graduation by Undergraduates: Twin Cities, Crookston, Morris, Rochester

Amended: December 2009 - Policy now applies to Crookston.

Effective: April 2009
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

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.

1. 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.

2. 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.

3. 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.

4. 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).

5. Courses for individualized instruction such as directed study, directed readings, and directed research, 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.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Instructional time per course credit is defined to provide a consistent minimum expectation for students and faculty. Students and faculty should know in general what time commitment is involved for a specified number of course credits.
This policy implements criteria and requirements for accreditation established by the Higher Learning Commission and compliance with the federal definition of a "credit hour" for financial aid eligibility.

**PROCEDURES**

There are no procedures associated with this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

There are no appendices associated with this policy.

**FREQUENTLY ASKED QUESTIONS**

- *Instructional Time per Course Credit FAQ*

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**DEFINITIONS**

*Instructional time*
Scheduled instruction/teaching by an individual appointed for that purpose.

**RESPONSIBILITIES**

*Collegiate and campus curriculum committees*
Review proposed courses in light of conformance with policy; assess the appropriateness of proposed instructional hours. When proposed instructional hours vary from the standard, assess the type of course, and the proposed delivery method.

*Academic Departments*
Follow the established policy for instructional time per course credit when scheduling courses.
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.

University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu
POLICY STATEMENT

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.)

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY
Periodically students must interrupt their enrollment. Allowing students to take a leave of absence provides students the opportunity to return to the University under the rules and policies in effect when they left. It also allows the University the opportunity to counsel students about the required actions to return to the University. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES
There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

- OTR007 - Leave of Absence, Twin Cities Undergraduate
- ADV104 - Undergraduate Application for Readmission/Return from Leave of Absence

APPENDICES

- Student Services Contact Information

FREQUENTLY ASKED QUESTIONS

- Leave of Absence and Readmission for Undergraduates FAQ

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<td>Student Services Contact Information</td>
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<tr>
<td>Policy Questions</td>
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DEFINITIONS
Discontinued
Undergraduates who have not been granted a formal leave of absence or who do not register for one term (excluding summer session) will be discontinued (two terms for Morris). Students who are discontinued are no longer active in their program (inactive status).

Leave of absence
Refers to a student’s official permission to leave the University for a set duration of time (no more than four terms).

Matriculate
Students matriculate when they have confirmed their enrollment, satisfied all institutional requirements to enroll, and are eligible to enroll in courses as degree-seeking students.

Readmission or Reactivation
The process of returning to active status at the University following a break in enrollment.

RESPONSIBILITIES

Colleges/Academic Units
- Create a process for granting and documenting leaves of absence.
- Inform students at the time of their initial matriculation of the consequences of not maintaining continuous enrollment, including whether readmission is dependent on availability of space in the program.
- Inform students of space limitations on readmission/returning from leave.

Students
- Meet with their college advisor and/or student services office to complete a leave of absence form when planning a leave of absence.
- Contact the appropriate college or campus office when seeking to return to the University.

RELATED INFORMATION

- Board of Regents Policy: Student Conduct Code
- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

Amended:
April 2017 - Comprehensive Review, Major Revision. 30 Day Review. 1. Document appropriate reasons for a leave of absence. 2. Use “discontinue” language rather than “inactive” language for accuracy about the process. 3. Clarify language regarding semester/term including how terms are counted for leaves and discontinuation.

Amended:
January 2011 - Policy title updated to reflect that Policy applies to Undergraduate students.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

Instructors and academic units are responsible for maintaining records of student work and grade books, as follows:

1. Instructors and academic units should either return submitted student work to the student, or retain it for 30 days after grades for the class are posted to the student's transcript. This provides students the opportunity to retrieve or review their work, as appropriate.

2. After 30 days, any retained student work may be discarded securely (following applicable University document-destruction procedures).

3. A student may request that retained student work be retained until 30 days into the next semester (not including summer, so a request in the spring would require a unit to hold the work until 30 days into the following fall semester). A student must make this request to the instructor no later than the last day of instruction for the class.

4. Instructors must follow FERPA, Minnesota Government Data Practices Act (MGDPA) and University policy in retaining and returning student work. For example, student work may not be left in hallways or other public places where anyone may see it.

5. Academic units must retain grade books or their equivalents for a minimum of one year or, if a grade is appealed, until the end of the appeal. Instructors leaving the University must give all grading records to the department.

6. Academic units must also be aware of and follow Administrative Policy: Managing University Records Retention.

Exclusions

This policy is not applicable to the Duluth Campus.

REASON FOR POLICY

To comply with state and federal law regarding data privacy and to establish a reasonable time period after the end of a term during which students are able to retrieve or view their work while recognizing the physical storage space limitations in units.

PROCEDURES
There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. Does this policy apply to online classes or student work submitted electronically?
   Yes. Work may be returned electronically or stored electronically to meet the requirements of this policy.

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DEFINITIONS

Student Work
Materials a student has submitted for a class, including but not limited to, papers, projects, exams, problem sets, artwork, and architectural models.

Maintain
The process of keeping student work where it can be safely stored and accessed, whether submitted physically or electronically.

RESPONSIBILITIES

Academic Units
Maintain grade books or their equivalents for a minimum of one year, or until the end of an appeal if a grade is appealed.

Instructors
Return student work or retain it for 30 days after grades are posted to a student’s transcript. Maintain the privacy of student work.

Students
Before the last day of instruction, request their student work be retained for 30 days into the next semester.

RELATED INFORMATION
HISTORY

Amended:
January 2017 - Comprehensive Review, Minor Revision. 1. Clarifies obligations when work has been returned earlier than the 30-day requirement for retention. 2. Revise to use “course” and “class” clearly in policy. 3. Title Change: Maintaining Course Records changed to Maintaining Records of Student Work.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
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**

5. Students must notify their instructors of circumstances identified in (1) or other circumstances leading to a request for makeup work as soon as possible and provide information to explain the absence. Some situations will be sufficiently urgent that arrangements for makeup work cannot be made prior to the date...
of an absence. In such cases, arrangements should be made as soon as possible following the student's return.

6. The instructor has the right to request, and the student must provide if requested, verification for absences, with the exception of a single episode medical absence that does not require medical services.

7. 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.

8. 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.

9. 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.

10. 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 he or she 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 his or her 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.

**Exclusions**

This policy does not apply to the Duluth campus.

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**REASON FOR POLICY**

The University aims to foster an atmosphere of honesty and trust between instructors and their students. It is in both the University's and the student's interest to outline academic protections for students when they miss class for legitimate reasons. This policy places parameters around what is a legitimate absence, and reinforces the responsibilities of the instructor and the student.

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**PROCEDURES**

There are no procedures associated with this policy.
FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

- Makeup Work for Legitimate Absences FAQ

CONTACTS

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<tr>
<td>Rochester Campus</td>
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<td>507-258-8006</td>
<td><a href="mailto:lcarrell@r.umn.edu">lcarrell@r.umn.edu</a></td>
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DEFINITIONS

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

Intercollegiate athletics
Sports teams organized and funded by the institution through the athletics department. Intercollegiate does not refer to or include recreational sports, intramural sports, club sports, or other special interest sport clubs or organizations.

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

RESPONSIBILITIES

Instructor
- Provide timely and clear responses to requests for makeup work for absences.
- Provide reasonable and timely accommodation for makeup work for legitimate absences.
- Maintain consistency in how this policy is applied to all students enrolled in the course.

Student
- Plan schedules to avoid excessive conflict with course requirements.
- Notify instructors of circumstances related to absences as soon as possible.
- Provide verification of absence, if requested by the instructor.
RELATED INFORMATION

Related Administrative Policies

- Administrative Policy: **Intercollegiate Athletic Events during Study Day and Finals Weeks: Twin Cities**, which prohibits intercollegiate athletic competition during study day and finals week except under certain circumstances.
- Administrative Policy: **Teaching and Learning: Student Responsibilities**
- Administrative Policy: **Teaching and Learning: Instructor and Unit Responsibilities**
- Administrative Policy: **Mandatory Attendance at First Class Session and Consequences for Absence**

Other Related Information

**Board of Regents resolution**, December 9, 2005, "Approval of a resolution related to Events and Classes on Precinct Caucus Night", [See pp.147-8].

HISTORY

Amended:
Comprehensive review, Major Revision: adding participation in U Senate, Student Senate, and Regents meetings by student reps to the list of approved absences. Specifying when instructors can request verification for "single episode" medical absences. Adding two FAQs about single episode medical absences. Adding an FAQ about student government absences. Adding a definition of a "medical provider"

Amended:
December 2015 - Comprehensive Review, Minor Revisions. 1. Organizes the information more logically and includes key subheadings. 2. Expands on the FAQ to incorporate numerous questions and answers received or given over the past years, including information related to family vacations and attendance at weddings. 3. Added new language addressing travel related to bereavement.

Amended:
June 2014 - Comprehensive Review. Clarifies the instructor responsibility for accommodating student absences due to medical conditions related to pregnancy, supporting a request from Kim Hewitt. Moves the sentence re: instructors having the right to request verification to a separate bullet. Adds instructor and student to the Responsibilities section.

Amended:
January 2011 - Comprehensive Review. Expands allowable absences to include caring for student's dependent. Documentation required only when requested by instructor. Responsibility for determining whether absence is legitimate rests with instructor.

Amended:
May 2010 - Expands the application of this policy to final exams, in addition to all course requirements, since legitimate absences can occur anytime during the academic year.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

The University protects the rights of students with respect to their education records. Education records generally include any personally identifiable records maintained about a student by the institution, including academic, disciplinary, and administrative records. Each campus must:

- provide students with an annual notice of their rights,
- regulate access to education records in accordance with law and policy,
- maintain records as required by law and policy,
- provide students with the right to request amendment to their education records and the right to a hearing concerning their education records, and
- provide complete records, from all units at the University, in response to a student's request that records be provided.

Access to student records. University officials may have access to student information, if their responsibilities reasonably require access to that information for educational, administrative, or research purposes in the performance of their job duties. University employees who have access to student education records are obligated to carefully protect them and will be held accountable for safeguarding them. Policy or procedure violations may result in disciplinary action, including possible termination of employment, and applicable civil and criminal sanctions.

Distributing grades. The posting of grades or examination results with personally-identifiable information (i.e., student ID number, Social Security Number, student name) is prohibited. Examinations, papers, blue books, or any other graded materials that contain personally-identifiable student information (i.e., name, student ID number) should be distributed directly to students or made available for pick up in departmental offices in a manner that ensures the privacy of each student's grade.

Student right to review. Students are entitled by law to review portions of their records at the University and to request amendments of such records if the student believes they are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

Disclosure of student records, including disciplinary background checks. Personally-identifiable student information may only be released under the conditions outlined in the procedures or with the written permission of the student. When a student provides a valid authorization to release student records to a third party, all records that are legally covered by the authorization must be released as requested by the student. Units responding to external requests for information must ensure that the response includes all requested information that exists at the University.

REASON FOR POLICY

This policy implements Board of Regents Policy: Student Education Records, and establishes procedures to ensure compliance with state and federal law governing student education records.
PROCEDURES

- Assuring Student Rights Regarding Education Records
- Accessing and Using Student Education Records
- Releasing Student Information
- Responding to Authorizations to Disclose Student Records
- Students Managing Their Education Records

FORMS/INSTRUCTIONS

- UM 1801 - Reference Request and Employee Authorization
- UM 1711 - Reference Request and Student Authorization
- FA 857 - Student Information Release Authorization
- Access Request Form (ARF) on the OIT Data Security page

APPENDICES

- Persons And Institutions That May Receive Information Without Student Permission

FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

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<td></td>
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DEFINITIONS

Directory Information
Student's name, address, etc.

Legitimate Education Interest
An interest in student records for the purpose of performing stated job duties.

Student Applicant
A person who has applied for admission to a University college. It includes students who are enrolled in a University college and are applying for admission to another University college.

Student Education Records
Any student record maintained by the institution that contains personally identifiable information.
University Official
University officials are those members of the University whose responsibilities reasonably require access to student records for educational, administrative, or research functions and may include faculty, administration, clerical and professional employees, and other persons who manage student record information.

RESPONSIBILITIES

Custodian of Education Records
Bring Board of Regents Policy: Student Education Records and other pertinent federal and state laws to the attention of all people who have access to student records. Respond to requests by student to amend an educational record.

Vice Provost & Chancellors
Appoint the custodians of student education records.

Departments with Academic Records
Adopt these administrative procedures or prepare its own departmental procedures that are set forth in the Regents and this policy.

Hearing Officers
Comply with the hearing procedures.

Registered Student
Complete a request to prevent disclosure to prohibit the disclosure of directory information during the term of enrollment.

Office of the Registrar
Publish an annual public notice designating directory information and informing students of their option to prohibit release of directory information.

University Officials
Respond to inquiries about students without their consent if the requested information is a matter of public record or directory information and not suppressed.

RELATED INFORMATION

Statutes:

Related Policies:
- Board of Regents Policy: Student Education Records
- Administrative Policy: Reporting and Notifying Individuals of Information Security Breaches

HISTORY

Amended:
October 2009 - Added new procedure: Responding to Authorizations to Disclose Student Records. Title changed from Protecting the Privacy of Student Education Records to Managing Student Records. Clarifying changes made throughout policy.

Effective:
June 2005
supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

1. Students are required to attend the first class session in order to receive important information about the course from the instructor. Students must attend the first class meeting of every part of a course in which they are registered (including, labs, discussion sections, lectures, and other types of class meetings), unless they have obtained prior approval from the instructor (or department, if appropriate) for an intended absence before the first class meeting. Without such prior approval, a student may lose their place in the class to another student.

2. If a student wishes to remain in a course from which the student has been absent the first day without prior approval, the student must contact the instructor as soon as possible. In this circumstance, instructors have the right to deny access to the class if other students have been added and the course is full. However, instructors should consider extenuating circumstances that may have prevented a student from attending the first class session and from notifying the instructor in advance.

3. Absence from the first class session that falls during a recognized religious holiday (e.g., Rosh Hashanah) does not require instructor approval, but the student must notify the instructor in advance regarding the absence and the reason for the absence. In this instance, the place for the student will be retained. (See Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester for further information regarding absences).

4. Students are responsible for officially cancelling their enrollment in any course in which they have enrolled and subsequently been denied enrollment. If any such student does not officially cancel enrollment from the course, the instructor has the choice to either (a) assign a failing grade to the student for that course, or (b) request that the student be disenrolled.

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Students are required to attend the first class session to receive important information about the course from the instructor. In addition, because students can enroll and disenroll for courses on-line, the list of registered students fluctuates. A student's presence at the first class session is required to clearly indicate the number of students who are committed to taking the course. Instructors can then determine whether any students who were not able to register for
a course because all seats were taken may take the place of students who registered but did not attend the first class session.

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**PROCEDURES**

There are no procedures associated with this policy.

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**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

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**APPENDICES**

There are no appendices associated with this policy.

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**FREQUENTLY ASKED QUESTIONS**

1. **Is it mandatory that a student be removed from a class if the student misses the first class session?**
   
   Instructors are not required to request that the student be removed from the class, but it is their prerogative to make such a request.

2. **What is the necessary process for instructors to disenroll students from a course?**
   
   Instructors can contact their college’s student services department or One Stop Student Services to request students be disenrolled for not attending the first class session.

3. **How does this policy apply to on-line courses?**
   
   The policy extends to on-line courses as well as traditional in-person courses. Students must attend the first class meeting or obtain permission from the faculty member to be absent. In the traditional classroom courses, attendance means the student is physically present in the course. For courses that are delivered partially or completely online, instructors have discretion to indicate on the syllabus the specific action(s) a student would need to take within a specified time period (e.g., post an online discussion group on academic matters, initiating contact with a faculty member to ask a question about an academic course topic, submitting an assignment, taking a quiz) in order to be considered as having attended the online course.

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**DEFINITIONS**

**Officially cancel**

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Students must cancel (drop) a class if they have been denied enrollment in that course. Students are responsible for dropping a course to officially remove it from their record and may do so online in the course registration system.

RESPONSIBILITIES

Students
Attend the first sessions of courses for which they have registered, or seek prior approval from the instructor if they are unable to attend. Use the course registration system to drop a course they have registered for but will not be attending.

Instructors
Monitor official course registration lists. Take attendance at first class meeting(s). Respond promptly to students who have contacted the instructor regarding not attending the first class session. Notify students if they have been denied enrollment in a course. Report a failing grade if a student who was denied enrollment in a course does not drop the course, or request that the student be disenrolled.

RELATED INFORMATION


HISTORY

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

Students are admitted to the campuses and colleges of the University of Minnesota to pursue a baccalaureate degree. Degree-seeking undergraduate students are expected to enroll in and successfully complete courses that will move them toward degree completion in a timely manner. The general benchmark for timely degree completion for students admitted as New High School (NHS) students is four years (8 academic semesters).

A. Declaring a Major

Degree-seeking students are expected to declare and be accepted into a major. The timelines for this declaration are as follows:

1. New High School (NHS) students are expected to declare and be accepted into all intended major(s) and minor(s) (if applicable) no later than the end of their fourth academic term of enrollment after matriculation regardless of total credit completion.

2. New Advanced Standing (NAS) and Inter-University Transfer (IUT) students are expected to declare and be accepted into all intended major(s) and minor(s) (if applicable) as follows:
   - Students entering with 0-26 credits - no later than the end of their fourth semester of enrollment at the University
   - Students entering with 27-59 credits - no later than the end of their third semester of enrollment at the University.
   - Students entering with 60 or more credits - no later than the end of their second semester of enrollment at the University.

3. Students failing to declare a major by the end of the term indicated above may have a hold placed on their student record, requiring advisor permission to register. The college may place a hold on the record sooner than the term indicated above, if programmatically warranted.

4. Students may not earn a degree in a program, college or campus to which they are not currently admitted, irrespective of any accumulation of required credits and courses on their record.

5. Colleges and campuses may not award a degree to a student who is not currently admitted to that program, college, or campus as a degree-seeking student.

B. Course Registration

After declaring/being accepted into a major, students are expected to enroll in required major courses and other courses necessary to complete University degree requirements. Students who fail to do so may have a hold placed on their student record, requiring advisor permission to register.

C. Graduation Clearance
1. Students are expected to apply to graduate; the application should be submitted on or before the beginning of the term during which the student expects to complete all degree requirements.
2. Students who have completed the required degree program, college, campus, and University requirements may be cleared for graduation, regardless of whether the student has submitted the application to graduate.

D. Degree Program Requirements
All degree programs must have a curricular sample plan that enables students who enter as NHS to graduate in four years. Such a plan should assume that students will enroll for at least 15 degree-applicable credits per semester, on average, but the plan may not require that students enroll for more than 17 credits per semester, on average.

REASON FOR POLICY
Timely graduation is an underlying foundational principle for undergraduate education at the University. To make the best use of students’ resources, as well as University resources, students must pursue their undergraduate degree(s) in a timely fashion and are not allowed to register for courses indefinitely without having a formal plan for timely completion of a degree. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES

- Administrative Degree Clearance: Twin Cities, Rochester

FORMS/INSTRUCTIONS
There are no forms associated with this policy.

APPENDICES

- Administrative Degree Clearance Matrix

FREQUENTLY ASKED QUESTIONS

- Frequently Asked Questions Regarding Administrative Degree Clearance Procedure: Twin Cities and Rochester
- Promoting Timely Graduation by Undergraduates: Twin Cities, Crookston, Morris, Rochester FAQ

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DEFINITIONS
Degree-seeking student
A student who has been officially admitted to a University of Minnesota college to pursue an undergraduate degree program.

Non-degree student status
Non-degree students are not officially admitted into a University of Minnesota degree program for the semester(s) of course enrollment. Non-degree status includes those students who are admitted for a future semester and students who are degree-seeking at another institution, but taking classes at the University of Minnesota.

New High School (NHS)
Students who have graduated from high school but have not previously matriculated to another post-secondary institution. (They may have earned college credits while they were enrolled in high school, for example AP credits or credits through PSEO.)

New Advanced Standing (NAS)
Students who have graduated from high school, who have previously matriculated at another post-secondary education institution where they earned credits.

Inter-University Transfer (IUT)
Students who have matriculated at one University of Minnesota campus where they earned credits, and are now enrolling at a different University of Minnesota campus.

Academic Major
A student's main field of specialization during the student's undergraduate or graduate studies. The major is recorded on the student's transcript.

Academic Minor
A student's declared secondary field of study or specialization during the student's undergraduate or graduate studies. A minor typically consists of a set of courses that meet specified guidelines and is designed to allow a sub-major concentration in an academic discipline or in a specific area in or across disciplines. The minor is recorded on the student's transcript.

RESPONSIBILITIES

College
- Establish the curricula and the requirements for majors and minors
- Periodically review student records to determine student progress in meeting degree requirements
- Monitor major declaration benchmarks
- Determine if a student has met all of the requirements to receive a degree
- Clear the student to receive the degree

Student
- Maintain regular communication with an academic advisor
- Declare a major
- Register for courses that allow for progress toward timely graduation
- Apply for graduation

RELATED INFORMATION

- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

Amended:
January 2016 - Comprehensive Review, Major Revision. 1. Incorporates content from Declaring and Pursuing and Undergraduate Degree, which will be retired. 2. Provides more detail around the expected timelines for declaring the
major. 3. Specifies that a hold may be placed on a student record if the declaration of the major is not timely. 4. Requires degree programs to have curricular sample plans to graduate in four years.

Amended:
December 2009 - Policy now applies to Crookston.

Amended:
April 2009 - Clarified policy and put in standard format. Added contact information.

Effective:
April 2009

Supercedes:
Policy of Academic Progress of Undergraduates

University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

1. Instructors are required to provide in-progress notifications for all 1-XXX courses to students who, on the basis of performance to date in the course, appear to be in danger of receiving a grade of D, F, or N. Such notification will be provided to students within a timeframe to allow them to improve their academic performance or to withdraw by the withdrawal deadline. In-progress notifications will not be recorded on transcripts.

2. Instructors are encouraged to provide in-progress notifications for all courses and all students.

3. The provision of in-progress notifications is a courtesy to the student. Failure to receive an in-progress notification or a decline in a student's academic performance after a notification has been issued does not create the right for a student to contest a grade in a course.

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Studies of student learning underscore the importance of frequent and timely feedback as an important contribution to success in student learning. Past experience shows that for students in academic difficulty, a timely notification about performance can result in appropriate corrective action. In-progress notifications also help advisers develop strategies for academic success with their advisees.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS
There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. Can instructors in classes other than 1xxx issue in-progress notifications?
   Yes, any instructor teaching any level course has the ability to send in-progress notifications.

2. How do instructors issue an in-progress notification?
   In-progress notifications are accessed via the Faculty Center. Each course will have a midterm grade roster (PeopleSoft terminology) available in the grading tab in Faculty Center.

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</tr>
</tbody>
</table>

DEFINITIONS

There are no definitions associated with this policy.

RESPONSIBILITIES

Academic Unit
Ensure that course level, registration and eligibility criteria for these courses are communicated.

RELATED INFORMATION

- In-progress notifications FAQ

HISTORY

Amended:
February 2015 - Comprehensive Review. Minor Revision. Added Responsibility. Title change.

Amended:
December 2009 - Policy now applies to Crookston.
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
Resolving Student Conduct Code Violations - Crookston

In accordance with Board of Regents Policy: Student Conduct Code, these procedures explain the Crookston Campus’s process for actions initiated against students or student organizations by the campus under the Code.

These procedures are concerned with assisting students in understanding and accepting the consequences of their behavior in relation to themselves and to others. The procedures are designed to guarantee the rights of the accused and to protect the welfare of all members of the University community. While students are entitled to the full process established in these procedures, it is expected that most complaints can be heard and settled informally.

A student who fails to comply with the University disciplinary policies, procedures, and sanctions is subject to discipline, including suspension or expulsion. Likewise, student organizations that fail to comply are subject to revocation of official student organization status and the accompanying privileges and benefits.

AUTHORITY

The Board of Regents Policy delegates authority to the President and President has delegated this authority to the Chancellor of the University of Minnesota Crookston Campus for Student Conduct Code issues on the Crookston Campus. The Chancellor of the campus has, in turn, delegated the authority to develop policy and procedures, and to take formal disciplinary action to an organized faculty/staff-student committee of the UMC Campus Assembly. The Constitution of the UMC Campus Assembly established the Student Conduct Committee as the body responsible for formal disciplinary action on the Crookston Campus.

JURISDICTION

1. SOURCE OF AUTHORITY: The University of Minnesota, Crookston Campus, Student Conduct Committee is responsible for receiving, investigating, and acting upon complaints of alleged misconduct of members of the student body and official student organizations. The Student Conduct Committee consists of nine members — four non-student members, four student members, and the Conduct Code Coordinator who serves as an officer of the committee without a vote. Authority to act in emergency student disciplinary situations remains with the Conduct Code Coordinator and the Vice Chancellor for Academic and Student Affairs if the emergency warrants it.

2. POWERS: The Student Conduct Committee will establish disciplinary procedures and regulations to maintain standards of conduct and order within the student community commensurate with the educational goals of the college. Further, the Student Conduct Committee is empowered to take appropriate disciplinary action to insure that these standards are maintained, while at the same time protecting the student’s rights to an impartial hearing and offering the maximum opportunity for guidance and rehabilitation to offending students.

The scope of Student Conduct Committee action, in general, will be to interview, deliberate, and, if necessary, take appropriate action in any student disciplinary case referred to it in an appropriate manner. Such action will at once aim at the protection of the individual student, other students, and the institution.

The Committee has the right to impose any of the sanctions outlined under the Regents Student Conduct Code, including suspension or expulsion, or in the case of student organizations, revocation of official student organizations status and the accompanying privileges and benefits.

The Student Conduct Committee may delegate authority for disciplinary action to other groups or individuals such as the Residence Hall Judicial Board whose actions are subject to review by the Student Conduct Committee.

The right to review and recourse is available to the individual student, other students, and the institution through appropriate channels.

CONDUCT CODE COORDINATOR

A request for disciplinary action can be initiated by members of the student body, faculty, staff, or by administrators. All alleged violations of the conduct code and inquiries concerning possible violations, sanctions, and procedures to hear cases arising from such violations are directed to the Conduct Code Coordinator. The Conduct Code Coordinator or designee perform any investigation which is necessary to determine
whether a complaint should be issued or the matter dismissed or referred. Where more than one student is alleged to have violated the conduct code in a related incident, complaints or hearings may be consolidated. The Conduct Code Coordinator makes determinations regarding such consolidation. Incidents occurring in the residence halls may initially be handled by the Director of Residential Life and/or the Residential Hall Judicial Board. Those cases may be referred or appealed to the Conduct Code Coordinator.

At the conclusion of the investigation, the Conduct Code Coordinator decides: (1) whether the allegations of misconduct, if proved, would appear as judged by available evidence to constitute a violation of the Student Conduct Code; (2) which item(s) in the Code may have been violated; and (3) whether the complaint should be referred to the Student Conduct Committee or handled on an informal basis by the Conduct Code Coordinator. When the Conduct Code Coordinator initiates a complaint, it is a preliminary formulation subject to modification prior to transmittal to the Student Conduct Code Chairperson.

The Conduct Code Coordinator may refer an alleged violator to a professional counseling agent or agency as part of a sanction. A referral for professional counseling could also occur when, in the judgment of the Conduct Code Coordinator, the case involves a relatively minor offense that is determined to be not particularly suited to University adjudication. The Conduct Code Coordinator has the option to pursue adjudication if the student fails to follow-through with this type of referral. Students involved in cases handled by the Conduct Code Coordinator are informed in writing of any meetings required, of their options for formal or informal resolution of the dispute, and provided with a copy of the procedures to be followed and the names of the members of the Student Conduct Committee. At this same time a description of the alleged violation will be provided to the Chair of the Student Conduct Committee. The Conduct Code Coordinator informs the accused student(s) of adverse evidence and offers the student(s) an opportunity to explain mitigating circumstances. A written record of the findings will be made. The Coordinator handles such cases on an informal person-to-person basis with emphasis on educational development whenever the success of such an approach appears possible. However, the Coordinator is authorized to make findings of fact and to impose sanctions.

Should the student(s) wish to have a formal hearing or reject the findings of the Coordinator the matter is referred to the Student Conduct Committee. The Coordinator may decide before ruling on a case that the complaint is too serious or complex, that the complaints against the student(s) are too numerous, that the evidence is too conflicting or irreconcilable for informal resolution, or that the handling of the matter by the Coordinator is not in the best interests of the University.

Under any of these circumstances, the Coordinator will refer the matter to the Student Conduct Committee. When a case is referred to the Committee after preliminary handling by the Coordinator, factual information gathered during the investigation of the complaint may be made available to the Committee, but records of any informal proceedings involving the Coordinator and the accused student(s) cannot be introduced in a subsequent Student Conduct Committee hearing.

**PROCEDURES**

Requests for disciplinary action (complaints) may be brought before the Student Conduct Committee as a result of: (1) referral by the Conduct Code Coordinator, (2) a request for a formal hearing by either the respondent or complainant, (3) either party disagreed with the Conduct Code Coordinator’s informal decision, (4) an appeal by the accused student of the Residential Hall Judicial Board decision, or (5) an appeal of another campus units’ decision (e.g. Athletics, Study Abroad, student organization).

In order to carry out its objectives, while at the same time offering maximum protection of students’ rights to an impartial hearing and adequate appeal procedure, the Student Conduct Committee will take action when a complaint is made with the Committee, in writing, describing the act, and naming those accused of misconduct.

Once the complaint has been made to the Student Conduct Committee, the Chairperson and the Conduct Code Coordinator will discuss the complaint with the Committee. If the charge is supported by substantial evidence and the Committee decides to act, these procedures will normally be followed.

1. The student will be notified in writing of the nature of the complaint and the time and place set for the hearing. The notification will inform the student that the Student Conduct Committee is a hearing body that does not require attorney representation. If the student(s) or student organization chooses to be represented by an attorney, however, the Student Conduct Coordinator may designate an attorney to represent the University at a Committee hearing. The accused student(s) or student organization may choose to represent themselves or to have a lay (non-attorney) advocate to advise or represent them. The name of any adviser, advocate, or attorney must be submitted to the Conduct Code Coordinator at least two working days in advance of the preliminary hearing.

2. The Committee Chairperson may request a preliminary conference with the University presenter, the accused student(s) and their adviser(s), and the Student Conduct Code Coordinator. Although the preliminary conference is a closed meeting, the Chairperson may allow additional individuals or staff members to be present. Attendance at a preliminary conference is not required. The purpose of the conference is to discuss procedural matters in order to expedite the Committee hearing. The Chairperson reports any decisions reached at the preliminary conference to the Committee at the time of the hearing. If a party elects not to attend the preliminary conference, any motion at the Committee hearing based on inadequate knowledge of the procedures, or challenges to committee membership may be denied.

3. Any evidence to be introduced at the hearing, and the names and relevance of all witnesses to be called, must be submitted to the Conduct Code Coordinator at least two weekdays prior to the hearing. Such information must be made available for inspection to both the person making the complaint and the accused student and the student's representative.

4. At the hearing, both the person making the complaint and the accused student will be given an opportunity to explain their position. Evidence and interested parties on both sides may be introduced. The hearing may include confrontation and cross-examination, if necessary and appropriate.
5. Students have the right to hear all evidence against them, and to question adverse testimony.
6. The Student Conduct Committee, in a closed session, will reach its decision and will inform in writing the interested parties of any action taken.
7. If any of the parties is dissatisfied with the decision, they will have the right to appeal to the Vice Chancellor for a review of the action taken.
8. The Conduct Code Coordinator will implement the action of the Committee in the name of the Committee.

APPEAL STRUCTURE

Action of other campus units can be appealed to the Student Conduct Committee. A party’s disagreement with the Student Conduct Coordinator decision of an informal case is not considered an appeal and is not treated as such. A formal hearing will be granted in those situations. The final source of appeal on the Crookston Campus for action by the Student Conduct Committee is to the Vice Chancellor of the Campus.

APPEAL OF RESIDENT HALL JUDICIAL BOARDS AND STUDENT CONDUCT COMMITTEE DECISIONS

The Student Conduct Committee conducts hearings of appeals of Resident Hall Judicial Board decisions and those of other campus units, as needed. The Student Conduct Committee does not have appellate jurisdiction over its own actions. In those instances in which the Committee has acted in accordance with its original jurisdiction and authority, appeal of its decision is made to the campus Vice Chancellor.

GROUNDS FOR APPEAL

The committee or individual receiving the request for an appeal will only be concerned with reviewing and deciding only those matters raised in the written appeal. Under no circumstances will an appellate body become involved in re-hearing an original complaint. The following will be recognized as grounds for appeal within the University’s disciplinary system.

1. The decision was made without benefit of relevant evidence not reasonably available at the time of the initial hearing. (If this ground is favorably reviewed, the case will be returned to the original body for presentation of the new evidence.)
2. The hearing was procedurally unfair, in that:
   a. The original hearing deviated in a substantial way from the body’s established hearing procedures.
   b. During the first full hearing of the original complaint, a student’s right established under University policy was violated.
3. The sanction was clearly inconsistent with the severity of the alleged violation of rules or policy.
4. The decision was made contrary to the weight of the evidence.
5. The interests of the residents, group, or the University were not adequately or sufficiently weighed and considered.

The grounds for appeal as specified will not preclude the filing of an appeal in other instances that can be documented or supported as a valid claim for review. If a new ground is to be proposed by the appellant, the ground should be clearly stated and documented in the written request for the appeal.

In any written requests and initial hearings on appeals, the mere assertion of any of the stated or created grounds for appeals alone will not constitute sufficient reason for an appellate body to accept the appeal for review. The statement of grounds must be supported in writing and at the initial hearing with reasoned argumentation and, if possible, with specific references to testimony, procedures, or rulings that support the assertions.

PROCEDURES FOR FILING AN APPEAL

Depending on the level of a decision, a request for an appeal to the Student Conduct Committee or the Vice Chancellor must be filed with the University’s Conduct Code Coordinator. The request for an appeal must be filed in writing within ten work days (excluding University-observed holidays) of the decision of the original hearing body. The request should state the grounds on which the person or group believes the original hearing body clearly erred and offer preliminary argumentation to support their claims according to the criteria specified below. In matters involving requests for appeals, the Conduct Code Coordinator’s sole function is to forward the request for appeal to the Chairperson of the Student Conduct Committee or the Vice Chancellor. The Conduct Code Coordinator will forward a request for appeal upon receipt of the written request.

NATURE OF APPELLATE REVIEW

In the hearing of a disciplinary appeal at any level of adjudication within the University, the appellate body will focus on the central questions: Has the previous adjudicative agency clearly erred? The Student Conduct Committee when serving as an appellate body will initially meet to determine whether the grounds for appeal are sufficient as presented to warrant a formal review. This hearing is based on the written request for an appellate review and whatever argument is necessary to support the written request. Only in unusual cases will grounds for an appeal not cited in the written request be allowed to be added at the time of this first hearing. This initial hearing will not involve the substance of the appeal, only the merits of the grounds as presented.

If the appellate body finds the grounds as established sufficient and convincing to warrant a formal review, they will commence such a review within one month and conclude within a reasonable amount of time thereafter.
In addition, the appellate body may review the record of proceedings of the previous adjudicate agency prior to the actual appellate hearing. All student disciplinary hearings are closed hearings.

If, as part of the appeal, new evidence that is demonstrated not to have been reasonably available at the time of the original hearing and that is also demonstrated as potentially having a substantial impact on the outcome of the original hearing is introduced, the complaint will be returned to the previous adjudicative agency for a hearing of the new evidence. The appellate body will, in other cases, accept the factual determinations of the previous agency if it determines that the agency had a reasonable basis for its findings. This is done with the understanding that a choice between one or two or more permissible interpretations of evidence or testimony is not clearly erroneous. An appellate body will also accept the determinations of the previous agency regarding policy interpretations and sanction dispositions if such determinations cannot be shown to be clearly erroneous in light of the record. If the appellate body determines that the previous agency did not sufficiently weigh or consider the interests of the University, college or group or clearly lacked a reasonable basis for making its findings, applying or interpreting a policy, or determining its sanctions, the appellate body will proceed in a manner to amend or reverse the previous agency’s decision. If the appellate body decides that the previous agency clearly erred in a matter involving substantial procedural unfairness, they may dismiss the case, amend or reverse the previous decision, or return the case for a rehearing. If an appellate body determines that in a procedurally based appeal a rehearing at the original hearing level is appropriate, attention should be given to the possibility that the original body has become incapable of rendering a fair hearing and, dependent on the nature of the alleged procedural unfairness, the appellate body may consider the possibility of mandating alternate panel membership.

If the determination of the original agency regarding the appropriateness of sanctions or the application of policy is overruled on the basis of disagreement rather than clear error, the original hearing body will be informed in writing of the basis for the decision so that guidelines for the application of future sanctions or policy interpretations can be made. In all cases, the previous adjudicative agency will be notified of the disposition of any appeal.

*Adopted by Student Conduct Committee, May 18, 1988.*
*Reviewed and Approved by Student Conduct Committee, December 8, 2011.*
*Reviewed and Approved by Student Conduct Committee, November 17, 2016*

**UMC CAMPUS PROCEDURES FOR SCHOLASTIC DISHONESTY**

The Vice Chancellor for Academic and Student Affairs serves as the Academic Integrity officer at the University of Minnesota Crookston. A report of Scholastic Dishonesty is to be filed with the Academic Integrity Officer if an incident has occurred for which faculty have taken specific action. The specific form can be obtained from the Academic Affairs Office.

Cases of dishonesty may be handled as a scholastic matter or as a student conduct code matter at the discretion of the instructor. Instructors choosing to treat the case as a scholarship matter have the authority to decide how the incident of dishonesty will affect the student’s grade in the course. If the instructor has treated the case as a scholastic matter involving the grade in a course and the student has a grievance related to this action, the full details on the grievance process can be found in Administrative Procedure: [UMC Student Academic Grievance Procedures](#).

Instructors choosing to treat the case as a disciplinary matter will refer the case to UMC’s Student Conduct Code Coordinator for resolution under Board of Regents Policy: [Student Conduct Code](#).

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**University Policy Program**
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: [612-624-8081](tel:612-624-8081), policy@umn.edu

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to [UReport](#).
Scheduling Examinations, Final Examinations, and Study Days: Twin Cities, Crookston, Morris, Rochester

POLICY STATEMENT

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:
   a. Examinations outside the final examination period. 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, (2) have the concurrence of the department chair, and (3) must be approved unanimously by written secret ballot by students in class when the vote is taken.
   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.
Exclusions
This policy is not applicable to the Duluth campus.

Special Situations
The Senate Committee on Educational Policy has the authority to grant waivers to the provisions of this policy, and will report such waivers to the Faculty Senate at its next meeting.

REASON FOR POLICY
This policy defines exams and outlines common scheduling practices and guidelines to allow students and faculty to plan for Study Day and examinations with a minimum of scheduling conflicts.

PROCEDURES
There are no procedures associated with this policy.

FORMS/INSTRUCTIONS
There are no forms associated with this policy.

APPENDICES
There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS
There are no FAQs associated with this policy.

CONTACTS

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</tbody>
</table>

DEFINITIONS

Study Day
A day designated in the Academic Calendar reserved for study, which occurs immediately before finals period or during finals period; no required classes or exams may be scheduled on a Study Day.
RESPONSIBILITIES

There are no specific responsibilities associated with this policy.

RELATED INFORMATION

- Administrative Policy: Makeup Work for Legitimate Absences

HISTORY

Amended:
May 2016 - Comprehensive Review, Minor Revision. 1. Clarifies that a course with a single exam must have the exam during the finals week. 2. Replaces "coordinate campuses" label with "system campuses". 3. Provides clarity around the final exam period. May not necessarily be a final exam week.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

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 the 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).
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):

5. Board of Regents Policy: Sexual Harassment
7. Board of Regents Policy: Disability Services
8. Statement about the availability of mental health and stress management services.

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.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Students need a consistent level of basic information about the content and expectations for each course in which they are enrolled. This policy outlines the minimum components of a syllabus and notes recommended policy statements for inclusion, to ensure that instructors communicate course requirements to students in writing and in a timely manner. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.
APPENDICES

- Recommended Policy Statements for Syllabi

FREQUENTLY ASKED QUESTIONS

There is no FAQ related to this policy.

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| Rochester Campus     | **Lori Carrell**             | 507-258-8006      | lcarrell@r.umn.edu         |

DEFINITIONS

There are no definitions related to this policy.

RESPONSIBILITIES

There are no specific responsibilities related to this policy.

RELATED INFORMATION

- Board of Regents Policy: *Equity, Diversity, Equal Opportunity, and Affirmative Action*
- Board of Regents Policy: *Sexual Harassment*
- Board of Regents Policy: *Student Conduct Code*
- Administrative Policy: *Enrolling in Overlapping or Back-to-back Classes: Twin Cities, Crookston, Morris, Rochester*
- Administrative Policy: *Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester*
- Administrative Policy: *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*
- Administrative Policy: *Scheduling Examinations, Final Examinations, and Study Days: Twin Cities, Crookston, Morris, Rochester*
- Administrative Policy: *Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Crookston, Morris, Rochester*
- Administrative Policy: *Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester*
- Administrative Policy: *Undergraduate Student Learning and Development Outcomes: Twin Cities, Crookston, Morris, Rochester*
HISTORY

Amended:
October 2014 - Clarifications related to Higher Learning Commission accreditation requirements.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009

University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

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

Instructors are responsible for providing accurate and timely information about their courses to prospective students, current students, and relevant members of the University community.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. At the beginning of the course, instructors must inform students of any requirements related to regular course attendance and participation.
7. 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.

8. 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). Instructors who desire to retain a copy for their own files should state their intention to do so.

3. 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.

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

5. 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

1. 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.

2. 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).

Academic Unit Responsibilities

A. Maintain an Appropriate Schedule

1. Courses must be offered on a schedule, and frequently enough, to permit students to graduate in a timely fashion. All undergraduate departments must have a four-year graduation plan in place and must have course offerings that support it.
2. Classes must be offered at standard times. Failure to observe standard class periods leads to inefficient use of classrooms and is disrespectful to students and faculty: students are forced to be late to other classes, and faculty access to classrooms they need is reduced.

3. Academic units are responsible for retaining course records in accordance with Administrative Policy: Maintaining Records of Student Work.

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY
This policy clarifies and outlines responsibilities, to provide clear expectations for the instructor and the instructor’s department and college. Faculty and students need a common understanding of their responsibilities for the learning process. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES
There are no procedures associated with this policy.

FORMS/INSTRUCTIONS
There are no forms associated with this policy.

APPENDICES
There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. How do these instructor responsibilities apply to courses in which instruction is provided by more than one individual, for example, a course in which a faculty member and teaching assistants share responsibilities?

   The person in charge of the course (e.g., the lead instructor, course coordinator, faculty member supervising teaching assistants who work with the faculty member within a course) is responsible for ensuring that standards and policies are applied consistently to all students enrolled in the course. The lead instructor is responsible for communicating this information to teaching assistants, responding to questions, and ensuring a common understanding among everyone who is part of the instructional team for the course.

CONTACTS

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Fax/Email</th>
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<tbody>
<tr>
<td>Primary Contact(s)</td>
<td>Jennifer Reckner</td>
<td>612-624-3970</td>
<td><a href="mailto:reckn001@umn.edu">reckn001@umn.edu</a></td>
</tr>
<tr>
<td></td>
<td>Karen Starry</td>
<td>612-625-2815</td>
<td><a href="mailto:starry@umn.edu">starry@umn.edu</a></td>
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<tr>
<td>Twin Cities Campus Procedures</td>
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<td>612-626-9545</td>
<td><a href="mailto:ropers@umn.edu">ropers@umn.edu</a></td>
</tr>
</tbody>
</table>
DEFINITIONS

Scholastic Dishonesty
Plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

RESPONSIBILITIES

There are no specified responsibilities associated with this policy.

RELATED INFORMATION

- Board of Regents Policy: Copyright
- Board of Regents Policy: Student Conduct Code
- Administrative Policy: Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester
- Administrative Policy: Maintaining Records of Student Work: Twin Cities, Crookston, Morris, Rochester
- Administrative Policy: Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester)
- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

Amended:
September 2014 - Added clarifications related to Higher Learning Commission accreditation requirements.

Amended:
December 2013 - Comprehensive Review, Minor Revision. Includes language from the retired policy on classroom environment.

Amended:
December 2009 - Policy now applies to Crookston.

Amended:
April 2009 - Clarified policy and put in standard format. Added contact information.

Effective:
April 2009

Supercedes:
Classroom Expectations Guidelines
supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

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.

**Exclusions**

This policy is not applicable to the Duluth campus.

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**REASON FOR POLICY**

This policy clarifies and outlines student responsibilities and expectations for enrollment and participation in a course. Faculty and students need a common understanding of their responsibilities for the learning process. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

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**PROCEDURES**

There are no procedures associated with this policy.

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**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

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**APPENDICES**

There are no appendices associated with this policy.

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**FREQUENTLY ASKED QUESTIONS**

1. **Is it permissible for a student to bring the student's child to class?**

   All guests, including a student's family members, may not attend class with the student without permission from the instructor.

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**CONTACTS**

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<thead>
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<tr>
<td>Primary Contact(s)</td>
<td><strong>Danita Brown Young</strong></td>
<td>612-626-1242</td>
<td><strong><a href="mailto:dbyoung@umn.edu">dbyoung@umn.edu</a></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Jennifer Reckner</strong></td>
<td>612-624-3970</td>
<td><strong><a href="mailto:reckn001@umn.edu">reckn001@umn.edu</a></strong></td>
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<td><strong>Karen Starry</strong></td>
<td>612-625-2815</td>
<td><strong><a href="mailto:starry@umn.edu">starry@umn.edu</a></strong></td>
</tr>
</tbody>
</table>
**DEFINITIONS**

**Prerequisite**
A course that is a necessary requirement before subsequent advanced courses.

**Scholastic Dishonesty**
Plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

**RESPONSIBILITIES**
Responsibilities are specified in the Policy Statement.

**RELATED INFORMATION**

- Board of Regents Policy: [Student Conduct Code](#)
- Administrative Policy: [Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester](#)
- Administrative Policy: [Mandatory Attendance at First Class Session and Consequences for Absence: Twin Cities, Crookston, Morris, Rochester](#)
- Administrative Policy: [Teaching and Learning: Instructor and Department Responsibilities (Twin Cities, Crookston, Morris, Rochester)](#)
- Administrative Policy: [Makeup Work for Legitimate Absences](#)
- [Higher Learning Commission, Criteria and Requirements for Accreditation](#)

**HISTORY**

**Amended:**
September 2014 - Clarifications related to Higher Learning Commission accreditation requirements.

**Amended:**
May 2013 - Major Revision, Comprehensive Review.

1. Incorporates language from two related policies (Appropriate Use of Class Notes and Course Materials, and Use of Personal Electronic Devices in the Classroom). These policies are proposed for elimination.
2. Expands the language around academic integrity. The reference now is on scholastic dishonesty, which would include cheating, plagiarism, etc.

**Amended:**
December 2009 - Policy now applies to Crookston.

**Amended:**
April 2009 - Clarified policy and put in standard format. Added contact information.
Effective:
April 2009

Supercedes:
Classroom Expectations Guidelines

University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

The Transfer Authority on each campus will identify those institutions from which credit can be transferred and determine whether course work is college level. If questions arise with regard to transfer of specific courses, the Transfer Authority will confer with the appropriate college or departmental faculty. The following will apply.

1. Credit for course work taken at other institutions will be transferred subject to the following considerations:
   - the mission of the institution from which credits would be transferred;
   - the comparability of the course work with University course work; and
   - the appropriateness of the course work for meeting baccalaureate degree requirements at the University.

2. The University will not accept any transfer course with less than a “D” grade. Once a course has been accepted for transfer to a University of Minnesota campus, all colleges and programs on that campus will honor this decision. A transfer course with a grade of less than C- (less than D for Crookston) will not count toward satisfying a major or a minor requirement, but will count toward total credits. Credits from technical schools may be considered for transfer when appropriate to a student’s University of Minnesota degree program. Credit is not normally transferred from specialized or proprietary institutions, military training, or industry-based education programs.

3. Credit granted by another institution for nontraditional experiences, College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), military training, will be re-evaluated for content and comparability. Evaluation is based upon the standards set by the Transfer Authority on that University of Minnesota campus.

4. Religious studies courses transfer if they are not doctrinal, confessional, or sectarian in nature. Religious studies courses from public institutions transfer without special review; religious studies courses from all other institutions will be evaluated by appropriate college or departmental faculty.

5. 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 or admitted to the certificate program.

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY
This policy specifies where authority resides for decisions regarding transferability of credit and outlines the guidelines surrounding the transfer of credits from other institutions, to ensure that courses transferred demonstrate equivalence with University of Minnesota courses and are of equivalent rigor to courses offered on the University campus to which the course is being transferred. Clear information is critical for students planning to transfer credits to the University. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

**PROCEDURES**

There are no procedures related to this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

There are no appendices related to this policy.

**FREQUENTLY ASKED QUESTIONS**

1. **Are the grades in transfer credits from another institution included in a student’s cumulative University of Minnesota grade point average (GPA)?**

   No. Only those credits earned from the University of Minnesota will be used in calculating the cumulative GPA. However, the transfer credits from the other institution may be used to fulfill degree requirements, where allowed by the department, college, or campus.

2. **I am a transfer student who received credit at another institution for my scores on Advanced Placement (AP) exams. Does that credit automatically transfer to the University of Minnesota?**

   No. Each University of Minnesota campus determines its standards for granting credit based upon AP exam scores. Your AP scores will be evaluated according to the University campus standards, and credit will be awarded based upon those standards.

3. **Are courses transferring among University of Minnesota campuses treated differently than transfer courses from outside the University of Minnesota?**

   The difference is that all University courses are recorded on a student’s transcript and the grades on these courses automatically factor into the student’s University cumulative GPA.

   Like transfer courses from other institutions, the applicability of courses from another campus to a particular degree program is determined by the particular program, college, and campus requirements.

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<td>612-624-3970</td>
<td><a href="mailto:reckn001@umn.edu">reckn001@umn.edu</a></td>
</tr>
<tr>
<td>Twin Cities Campus Procedures</td>
<td>Heidi Meyer</td>
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<td><a href="mailto:meyer119@umn.edu">meyer119@umn.edu</a></td>
</tr>
<tr>
<td>Crookston Campus Procedures</td>
<td>Ken Myers</td>
<td>218-281-8200</td>
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</tr>
<tr>
<td>Morris Campus Procedures</td>
<td>Judy Korn</td>
<td>320-589-6011</td>
<td><a href="mailto:kornjr@morris.umn.edu">kornjr@morris.umn.edu</a></td>
</tr>
</tbody>
</table>
DEFINITIONS

Regional Accreditation
Regional accreditation is educational accreditation of colleges, and universities in the United States by one of the six regional accreditors. Each regional accredditor encompasses the vast majority of public and nonprofit private educational institutions in its region. They accredit, and include among their members, public and private universities, colleges, and institutions of higher education that are academic in nature. For more information about regional accreditation, please see the Council for Higher Education Accreditation, at http://www.chea.org/Directories/regional.asp

RESPONSIBILITIES

Transfer Authority
The Transfer Authority at each campus has the following responsibilities:

- Identifies institutions from which credit can be transferred and determines whether course work is college level.
- Confers with the appropriate college or departmental faculty with regard to transfer of specific courses.
- Maintains detailed transfer tables to document transferability of specific courses from other institutions.

The Transfer Authority for each campus is listed below:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twin Cities Campus</td>
<td>Office of Admissions</td>
</tr>
<tr>
<td>Crookston Campus</td>
<td>Office of Admissions</td>
</tr>
<tr>
<td>Rochester Campus</td>
<td>Office of Admissions</td>
</tr>
<tr>
<td>Morris Campus</td>
<td>Scholastic Committee</td>
</tr>
</tbody>
</table>

RELATED INFORMATION

- Twin Cities Campus Transfer Credit Practices
- Crookston Transfer Credit Practices
- Morris Transfer Credit Practices
- Rochester Transfer Credit Practices
- Administrative Policy: Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Crookston, Morris, Rochester
- Administrative Policy: Credit for Nationally-Recognized Exams for Undergraduate Students: Twin Cities, Crookston, Morris, Rochester
- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

Amended:
March 2014 - Comprehensive Review. Minor Revision. The policy now clarifies that the decisions made regarding a transfer of undergraduate credit, pertains to that campus. It also specifies that the student must be degree-seeking or admitted into a certificate program to have the credits transferred.

Amended:
December 2009 - Policy now applies to Crookston.

Amended:
April 2009 - Clarified policy, and put into standard format. Added contact information.

Effective:
April 2009

Supercedes:
Transfer of Credits

Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.

University Policy Program
350-2 McNamara Alumni Center, Minneapolis, MN 55455 - P: 612-624-8081, policy@umn.edu
POLICY STATEMENT

   a. Any campus may offer both degrees with honors and degrees with distinction, only one, or neither.
   b. A student may obtain both a degree with honors and a degree with distinction, if offered by the campus from which the degree is awarded.
   c. For the purpose of awarding degrees with honors and degrees with distinction, the overall performance of degree candidates on each campus will be judged in relationship to the performance of degree-seeking students on that campus, not in relationship to other University students.
   d. To qualify for either a degree with distinction or a degree with honors, a student must have completed 60 or more semester credits at the University of Minnesota. For the purposes of meeting the grade point average (GPA) standards set forth in this policy, only University of Minnesota course work will factor into the GPA calculation.
   e. It is the expectation of the Faculty Senate that in general, a campus will not award degrees with honors and with distinction, in total, to more than approximately 10 - 15% of any graduating class.
   f. The University transcript will contain a brief explanation of the difference between a degree with distinction and a degree with honors.
   g. The Senate Committee on Educational Policy will review annually data on the number and percentage of students on each campus who receive degrees with distinction and degrees with honors.

2. Degrees with Distinction
   a. The initiative in establishing degrees with distinction will lie with the campuses concerned and must be approved by the chief academic officer on the campus.
   b. To graduate "with distinction," a student must have a cumulative grade point average of 3.750 or higher at the time the student graduates. To graduate "with high distinction," a student must have a cumulative grade point average of 3.900 or higher.
   c. The grade point average is the sole determinant of the granting of degrees "with distinction" or "with high distinction." Campuses may choose to offer only degrees "with distinction" or only degrees "with high distinction," but in either case they would be subject to section 2(b) of this policy.

3. Degrees with honors and campus honors programs
a. The requirements for a degree with honors will not consist of only the accomplishment of a designated amount of course work or achievement of a stipulated grade point average, but will also include a definite standard of excellence in scholarship with specific evidence of ability to accomplish independent or original work. To obtain a degree with honors, the student must participate in a fully developed campus honors program.

b. The initiative for establishing degrees with honors (that is, cum laude, magna cum laude, and summa cum laude) will lie with each campus and must be approved by the senior academic officer on the campus. Qualifications for degrees with honors must meet the requirements of sections 3(b-d) of this policy.

c. A campus desiring to grant degrees with honors must propose an honors program, specifying how honors students are to be selected, the nature, depth, and breadth of the honors requirements, and the general requirements for obtaining a degree cum laude, magna cum laude, and summa cum laude.

d. The minimum cumulative grade-point average in courses taken after the completion of 60 semester credits will be 3.500 to obtain a degree "cum laude," 3.666 for a degree "magna cum laude," and 3.750 for a degree "summa cum laude." Campuses have the authority to adopt higher grade-point averages.

e. Campuses will attempt to ensure that there is reasonable consistency across units in the amount of work required of its students to obtain degrees with honors.

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Students who achieve high academic performance as evidenced in their grade point average or who participate in an honors program (either University or campus based) receive recognition on their transcripts and diplomas. The standards for graduating with distinction and/or honors need to be clearly articulated so they can be applied consistently, and so students know what is required to achieve these recognitions.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

- Undergraduate Degrees with Distinction and Degrees with Honors FAQ

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<tr>
<td>Primary Contact(s)</td>
<td>Stacey Tidball</td>
<td>612-626-0075</td>
<td><a href="mailto:tidball@umn.edu">tidball@umn.edu</a></td>
</tr>
</tbody>
</table>
DEFINITIONS

Graduating with Distinction
Degree with distinction indicates graduation with a high cumulative grade point average; the words “with distinction” or “with high distinction” are printed on the transcript and on the diploma.

Graduating with Honors
Degree with honors indicates completion of the campus-specific requirements for the honors program, and is noted on the transcript and on the diploma.

The Honors Program (Morris)
Successful completion of the Honors Program, an interdisciplinary curriculum team-taught by faculty from across the campus, provides the student a degree 'with Honors' in recognition of the student's achievement.

University Honors Program (Twin Cities)
The University Honors Program (UHP) is a selective program that provides an enriched and intellectually stimulating academic experience for University of Minnesota, Twin Cities students and provides a path toward graduation with Latin Honors. The UHP provides a unique set of experiences for students including tailored curricular offerings, personalized academic advising, and a wide variety of co-curricular opportunities. Students are either offered admission to UHP upon acceptance to the University or can apply for admission to UHP as a current student.

Graduating with Latin Honors (Twin Cities)
Graduation with Latin Honors (cum laude, magna cum laude, summa cum laude) is available to those students who have a GPA of 3.5 or higher and have completed the requirements of the University Honors Program. Students who have met the requirements may be considered for the following Latin Honors Graduation Levels:

- cum laude: 3.500 GPA or higher
- magna cum laude: 3.666 GPA or higher
- summa cum laude: 3.750 GPA or higher

RESPONSIBILITIES

There are no specified responsibilities associated with this policy.

RELATED INFORMATION

- Administrative Policy: Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester

HISTORY

Amended:
January 2011 - Title modified so to clarify that Policy applies to Undergraduate Degrees.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

The University provides students with an email account upon the student's matriculation to the institution. This account is free of charge and currently is active as long as the student remains active.

A University assigned student email account is the University’s official means of communication with all students. Students are responsible for all information sent to them via their University assigned email account. If a student chooses to forward the provided University email account, the student is responsible for all information, including attachments, sent to any other email account.

REASON FOR POLICY

To better serve our students, upon matriculation students are informed that their University assigned email account is the primary means of communication from the University community and that they will be held responsible for the information in the email. Email is the primary method of communication between students and the University. It is imperative that students understand that information will be communicated to them via their University assigned account while they are students.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS
1. Are other forms of communication (i.e., social media or websites) considered official communications?

While the content found in these forms of communication should match information included in emails sent to students, the content of the email is considered the official information.

**CONTACTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Phone</th>
<th>Fax/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Information</td>
<td>Susan Van Voorhis</td>
<td>612-625-8098</td>
<td><a href="mailto:vanvo002@umn.edu">vanvo002@umn.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>612-626-1754 (fax)</td>
<td></td>
</tr>
<tr>
<td>Crookston</td>
<td>Ken Myers</td>
<td>218-281-8200</td>
<td><a href="mailto:kmyers@crk.umn.edu">kmyers@crk.umn.edu</a></td>
</tr>
<tr>
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<td>Carla Boyd</td>
<td>218-726-8795</td>
<td><a href="mailto:cboyd@d.umn.edu">cboyd@d.umn.edu</a></td>
</tr>
<tr>
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<td>Judy Korn</td>
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</tr>
<tr>
<td>Rochester</td>
<td>Laura Walker</td>
<td>507-258-8008</td>
<td><a href="mailto:ljwalker@r.umn.edu">ljwalker@r.umn.edu</a></td>
</tr>
</tbody>
</table>

**DEFINITIONS**

**Student**
Any undergraduate, graduate and professional students. Student status starts upon matriculation. Student status may depend upon credit load.

**Student Information**
Any information related to student activities at the University of Minnesota.

**Matriculation**
The time a deposit has been submitted by a student for attendance.

**RESPONSIBILITIES**

**Faculty and staff**
Communicate information to students via email with sufficient time for the student to act upon/respond to the information included in the message.

**Student**
Routinely check assigned University of Minnesota email account to review relevant information.

**Registrars on each campus**
Maintain policy. Respond to student requests.

**RELATED INFORMATION**

- Administrative Policy: [Acceptable Use of Information Technology Resources](#)
- [Internet Account Initiation](#)

**HISTORY**

**Amended:**
December 2013 - Comprehensive review, minor revision. Improves the clarity of the policy by minor adjustments to the language and a new FAQ.
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.