KEY POLICY CHANGES:

1. Establishes a deadline by which revisions to the approved academic calendars must be made.

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 and Crookston campuses.
KEY POLICY CHANGES:

1. Provides for a dispute mechanism if a mutually agreeable class schedule cannot be reached between the department and the Office of Classroom Management.

Class Scheduling for Undergraduate and Graduate Classes: Twin Cities, Morris, Rochester

Policy Statement

A. Standard Class Schedule and Class Period

1. All classes in all terms must comply with policies governing academic work per credit, instructional time per credit, and student workload.

2. 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.

3. 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.

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 at days and times specified in the table.

2. Classes designed exclusively for graduate/professional students are exempt from these scheduling requirements, if held during "off peak" hours, if held in a room under the
control of the department, or if the Office of Classroom Management is consulted regarding the availability of classrooms. Departments should schedule classes so that students have reasonable access to courses inside and outside the department.

3. Standard Class Meeting Times

<table>
<thead>
<tr>
<th>Period</th>
<th>Minneapolis Campus</th>
<th>St. Paul Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Time</td>
<td>B Time</td>
</tr>
<tr>
<td></td>
<td>50 minute (MTWThF)</td>
<td>75 minute (TT only)</td>
</tr>
<tr>
<td></td>
<td>0735 - 0850 MF</td>
<td>0730 - 0820 (optional)</td>
</tr>
<tr>
<td>I</td>
<td>0800 - 0850</td>
<td>0815 - 0930</td>
</tr>
<tr>
<td>II</td>
<td>0905 - 0955</td>
<td>0945 - 1100</td>
</tr>
<tr>
<td>III</td>
<td>1010 - 1100</td>
<td>1040 - 1130</td>
</tr>
<tr>
<td>IV</td>
<td>1115 - 1205</td>
<td>1115 - 1230</td>
</tr>
<tr>
<td>V</td>
<td>1220 - 1310</td>
<td>1245 - 1400</td>
</tr>
<tr>
<td>VI</td>
<td>1325 - 1415</td>
<td>1355 - 1445</td>
</tr>
<tr>
<td>VII</td>
<td>1430 - 1520</td>
<td>1430 - 1545</td>
</tr>
<tr>
<td>VIII</td>
<td>1535 - 1625</td>
<td>1600 - 1715</td>
</tr>
<tr>
<td>IX</td>
<td>1640 - 1730</td>
<td>1710 - 1800</td>
</tr>
</tbody>
</table>

Note: Peak periods of highest classroom demand are shaded. The Office of Classroom Management may request departments to limit the number of classes offered during peak times.

4. Variations from the standard class schedule 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 Senior Vice President and Provost's office.

5. 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 the policy on Expected Academic Work per Credit.

Exemptions to these Standard Scheduling Rules for particular classes may be approved by the college's associate dean, but the standard class periods for room scheduling still apply.
One Credit Classes

- Meet for one standard hour per week, begin at a standard "A" class meeting time, and meet for one class period.
- One-credit classes meeting twice per week follow the schedule for two-credit classes. One-credit classes meeting three times per week follow the schedule 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 (0800, 1010, 1220, 1430 in Minneapolis or 0830, 1040, 1250, 1500 in St. Paul).

Three Credit Classes

- Meet three times per week on MWF, begin at a standard "A" class meeting time, meet for one class period, or
- Meet twice per week, use the standard "B" class meeting times (75 minutes), and meet on Tuesdays and Thursdays only, or
- Meet twice per week, use the "C" class meeting times (75 minutes) and meet on the "C" days specified in the table above.

Four Credit Classes

- Meet four times per week, begin at a standard "A" class meeting time, or
- Meet twice per week for two hours, scheduled at 08:00, 10:10, 12:20, or 14:30 in Minneapolis or 08:30, 10:40, 12:50 or 15:00 in St. Paul. Two-hour meetings begin at specified standard "A" class meeting times, and departments should try to spread them out so that MW, MF, or WF and TTh classes are evenly scheduled in order to use classroom space efficiently.

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.

6. 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 0:800 on the Minneapolis campus and at 08:30 on the St. Paul campus.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Establishes a maximum date by which a course may be cancelled. This protects students who enroll in a course that is subsequently cancelled too late for them to enroll in another course.

Course Enrollment Limits and Cancellation: Twin Cities, Morris, Rochester

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 and Crookston campuses.
KEY POLICY CHANGES:

1. Instructors may request that personal comments obtained through written comments on student evaluations be kept from their file. The determination as to what are unfair prejudicial comments will be made by one of the designees specified in the policy language.
2. Students who have withdrawn from a course may not participate in its evaluation.
3. The faculty governance body of each college or campus determines whether and how written comments on rating forms may be used in personnel decisions.

Evaluation of Teaching: Twin Cities, Morris, Rochester

Policy Statement

Overview

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. This policy establishes standards and processes for three methods of evaluating teaching: peer review, student rating, and student-release questions.

The policy includes provisions for use of common student-rating questions, which is one means of making judgments on teaching effectiveness University-wide and allows calculation of statistical norms. While student rating of teaching is important, it should not be used in isolation; student-rating data alone do not have the resolution necessary to distinguish among instructors who receive similar ratings. Student rating data may be used with other types of information to identify very good 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 must be used in conjunction with other relevant metrics.

A. General Provisions for Evaluation of Teaching

1. The teaching performance of all instructors, regardless of their academic rank or tenure status, is subject to evaluation. This policy therefore applies to all who deliver instruction regardless of academic rank or appointment status. Certain provisions govern only tenured and tenure-track faculty. Unless provisions are explicitly limited to tenured and tenure-track faculty or to tenure decisions, they apply to all faculty and instructional staff. This policy applies to teaching assistants who deliver instruction.

2. For tenured and tenure-track faculty, the required evaluation of teaching for tenure and promotion decisions must follow Board of Regents Policy: Faculty Tenure.

3. Personnel decisions (e.g., merit and salary reviews, promotion, tenure for tenure-track faculty) for all faculty and instructional staff whose salary is based in any part on teaching will include review, by appropriate department, college, and University officers, of all numeric data from the rating forms from their courses. All student rating data used in
personnel decisions must be accompanied by the response rates for the data. Data and information from student ratings will not be used in isolation from peer evaluation of instruction.

4. Teaching-evaluation information used for personnel decisions remains private data, as required by State of Minnesota law at the time this policy is adopted. The results must be shared with the instructor being reviewed. Access to information on a specific instructor must be restricted to those responsible for decisions on reappointment, promotion, tenure, and salary adjustments.

5. The academic unit must maintain an appropriate record of the instructor's contributions to the teaching mission of the University. The instructor must have the opportunity to update the documentation regularly. It is the responsibility of the academic unit to retain appropriate portions of this material, including cumulative summaries of student ratings of the instructor's courses. Each unit has the responsibility to maintain the material in the file as private data and as required by University policy and applicable law.

6. Department and college administrators should be evaluated in part on the extent to which they effectively implement this policy and should be held accountable for timely assessment of the evaluative materials assembled for each instructor.

7. Instructors must always be allowed to respond to student rating results by adding written comments to their files that are communicated to individuals responsible for personnel decisions.

8. Academic unit heads have the responsibility to encourage instructors to conduct mid-semester course evaluations for the purpose of improving teaching.

9. Responsibility for implementing this policy rests with the Senior Vice President for Academic Affairs and Provost, the Senior Vice President for the Health Sciences, and deans and department heads, all of whom must convey clearly to instructors the emphasis being placed on teaching in decisions regarding promotion, tenure, and merit-pay increases.

B. Peer Evaluation of Teaching

1. Peer review process.
   a. Every academic unit will 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 his/her evaluation.

2. Faculty peer review.
   a. Faculty peers evaluate tenured and tenure-track faculty. Academic units should refer to the Faculty Compensation policy, Board of Regents Policy: Faculty Tenure, and the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty for information on how they should structure these reviews.
   b. Both faculty and instructional staff may participate in the evaluation of all instructors who are not tenured or tenure-track faculty.
3. For peer review for teaching-related merit pay increases for all instructors, the faculty or instructional staff, as appropriate, in each unit must decide whether they want to conduct the teaching assessment themselves or delegate that responsibility to their dean or head or chair, or to an advisory group within the unit or college.

4. For all instructors, 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. Best practices might include a review of the following:
   a. an appropriately cumulative listing of courses taught by the instructor
   b. a comprehensive syllabus for each course
   c. course objectives and expected learner outcomes
   d. examples of exams, assignments and handouts prepared by the instructor
   e. development of new courses or innovative instructional materials, authorship of texts or laboratory manuals, or publications on discipline-specific teaching techniques
   f. assessment of student performance on certification exams (if appropriate to the discipline)
   g. a listing of undergraduate and graduate students undertaking independent study under the supervision of the instructor
   h. a survey of the extent of mentoring and participation in other activities related to instruction
   i. direct assessment of an instructor's classroom performance
   j. dissertations and theses supervised by the instructor
   k. teaching awards received by the instructor
   l. other activities that pertain to the teaching mission of the unit (e.g., participation in teaching-related committee work or curriculum development, publication of textbooks or study guides, participation in educational development programs, conferences, and workshops, etc.)
   m. the instructor's articulation of his or her teaching philosophy, and accomplishments

C. Student Rating of Teaching

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 described in this policy will be used except that:
   a. 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.
   b. Academic units in which student evaluation procedures must meet national accreditation standards may use alternative evaluation procedures with written approval from the Senate Committee on Educational Policy.
   c. A department that wishes to use an alternative form for a course must receive written approval from the Senate Committee on Educational Policy.

3. The student rating forms will be anonymous and must be provided to all students present when the evaluation is conducted, or to all students enrolled in the class if it is offered online. Students who have withdrawn from the course may not participate in the evaluation of that course.

4. Instructors may require students to participate in course ratings but any system of student rating, whether paper or electronic, must include an opt-out provision allowing students to
decline to respond to questions. This provision applies to all courses at the University, including any that are covered by a different rating protocol.

5. Students must be told that their ratings will be used in making personnel decisions.
   a. The instructions for students written on the student rating forms should stress the three purposes of the form: evaluation of instructors, improvement of teaching, and assistance to future students in selecting courses (the "student release" questions). The instructions should also explain why demographic data are being collected.
   b. Directions given on student evaluation questionnaires will include the following statement:

   "Your responses to this questionnaire are important because they will be used in tenure, promotion and salary decisions for your instructor. Your thoughtful written comments are especially requested, and may help your instructor improve future course offerings. The results of this evaluation (including the evaluation forms) will not be returned to the instructor until after the final grades are submitted for this course."

6. If a paper form is used, student-rating forms must be administered during a regular class period during the last two weeks of the term and in a class period that all students are expected to attend.

7. If a paper form is used, administering student evaluations will be the responsibility of each academic unit. The instructor may give instructions about filling out the forms, but the evaluations will be handed out, completed, and collected without the instructor being present, although another faculty member or a staff member may be present to supervise the process. Once collected, evaluations will be put in a sealed envelope or box. A student may be asked to hand out and collect the forms. Each instructional unit will develop its own practices for ensuring that the completed forms are delivered promptly and without changes to the appropriate data-processing office and are handled appropriately as private data under Minnesota law. The instructor must not touch or see completed forms until after his or her grades are turned in.

8. Department heads will be provided with information on the appropriate interpretation and use of student rating data in making personnel decisions and are responsible for distributing it to all individuals involved in personnel decisions based on teaching. Responsibility for providing this information to department heads rests with the Senior Vice President for Academic Affairs and Provost, the chancellors, and the deans. Training for new department heads/chairs and for deans should include this information. Faculty, department heads, and committees should also be provided with guidelines on how to interpret open-ended student comments.

9. The faculty governance body of each college or campus 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' evaluations 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 scurrilous, racist, sexist, homophobic, and other personal comments, and is not intended to exclude from the file negative comments directly related to the course.

10. Standard student rating form provisions
    a. The student rating form will contain the following questions:
       1. The instructor was well prepared for class.
2. The instructor presented the subject matter clearly.
3. The instructor provided feedback intended to improve my course performance.
4. The instructor treated me with respect.
5. I have a deeper understanding of the subject matter as a result of this course.
6. My interest in the subject matter was stimulated by this course.

b. Each of the six questions will have the following scale attached to it on the form that is provided to students:
   6 - Strongly agree
   5 - Agree
   4 - Somewhat agree
   3 - Somewhat disagree
   2 - Disagree
   1 - Strongly disagree

c. The form will also include the following open-ended questions:
   1. What did the instructor do that most helped your learning?
   2. What could you have done to be a better learner?
   3. Additional comments.

d. The following question will be included on the student rating form: “How would you rate the physical environment in which you take this class, especially the classroom facilities, including the effect of the environment on your ability to see, hear, concentrate, and participate?”

   The question will have the following scale attached to it:
   1 - Very Poor
   2
   3
   4 - Satisfactory
   5
   6
   7 - Exceptional

   The data from this question will be linked to specific building and room numbers and the summary data by room number will be provided to the chief academic officer and appropriate classroom management office on each campus to help guide decisions on facilities resource allocation. (Variants of this question should be developed for classes that use multiple rooms, for field study class, for on-line classes, and for other classes that differ from the lecture-in-one-room format.)

e. The rating form will ask for information on the student's major, GPA and class year, whether or not the course is in the student's major, and whether the course is required or elective for the student, because these factors have been shown in prior research to have an effect on student evaluations.

f. There will be a request, marked optional, for information on the student's age, gender, and race or ethnicity because that information can be useful to instructors in understanding how different groups respond to his/her teaching. An instructor or academic unit may request analysis of data by age, gender, or race or ethnicity, but the analysis will not be released if there are fewer than five students in the class in a requested category.

11. Supplemental questions. In addition to the questions required by the preceding sections of this policy, the University will establish a website with supplemental questions for the student rating process. Supplemental questions from the website may be selected by the instructor or by the academic unit for inclusion on the form, following procedures
established by the Office of the Sr. Vice President for Academic Affairs and Provost. Provision will also be made for instructors or departments, should they choose, to add a reasonable number of custom questions that are not included in the bank. In addition, instructors may ask students to answer supplemental questions in the open-ended section of the standard rating form, on a separate sheet, or online.

12. Use of data from supplemental questions.
   a. If the instructor selects supplemental questions, the results are to be used solely for improving teaching and the results will go solely to the instructor.
   b. If supplemental questions are selected by a department or college, that unit will develop and make available to instructors a written policy that defines which data from the supplemental questions will be used (1) for improvement of teaching, (2) for personnel decisions, and (3) for improving courses or programs. Units must consult with the Office of the Senior Vice President for Academic Affairs and Provost’s office on such supplemental questions and how they will be used. 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.

13. Each campus will determine which office is responsible for processing student-rating data. Each campus administration will provide the instructor and the unit chair/head with a summary of the data. This summary will include appropriate statistical characterization of the responses to each question and, where a statistically meaningful database exists, comparison to the responses for the same question on a campus, college, department, and program basis. To make comparative analysis more meaningful, there will also be comparisons on the basis of class type (e.g., large lecture, small discussion, laboratory, upper or lower division, elective, needed to meet university or major requirements). As resources permit, other types of statistical processing and comparisons may be added at the request of faculty or instructional units.

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

D. Student-Release Questions

The student-rating form will also include the following questions, the responses to which will, with the consent of the instructor, be made available to students. The responses to these questions must not be used in any reappointment, promotion, salary, or (for tenure-track faculty) tenure decisions without the permission of the instructor.

Changes in these questions require the joint approval of the Student Senate and the Faculty Senate.

Each semester an appropriate University administrator should send a message to every instructor who is receiving data from a course evaluation with a request to make the release questions available to students.

Instructors are permitted to release the results of the student-release questions at any time.
Student Release Questions

These questions were selected by the Student Senate to provide future students with information about the course.

1. Approximately how many hours per week do you spend working on homework, readings, and projects for this course?
   • 0-2 hours per week
   • 3-5 hours per week
   • 6-9 hours per week
   • 10-14 hours per week
   • 15 or more hours per week

2. Compared to other courses at this level, the amount I have learned in this course is
   • less.
   • about the same.
   • more.
   • I have not taken other courses at this level.

3. Compared to other courses at this level, the difficulty of this course is
   • less.
   • about the same.
   • more.
   • I have not taken other courses at this level.

4. I would recommend this course to other students.
   • Yes
   • No

5. I would recommend this instructor to other students.
   • Yes
   • No

Rate your instructor in terms of the following characteristics.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Is approachable</td>
<td></td>
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<td></td>
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<tr>
<td>7. Makes effective use of course readings</td>
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<td></td>
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<tr>
<td>8. Creates worthwhile assignments</td>
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<tr>
<td>9. Has a reasonable grading system</td>
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</tbody>
</table>

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY ELEMENTS:

1. Specifies who’s accountable for grades issued.
2. Provides the right for students to receive responses to questions about their grades.
3. Changes the time period in which students may raise questions about a grade, from one year to the end of the next semester.

Grade Accountability: Twin Cities, Morris, Rochester

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, he or she 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 and Crookston campuses.
KEY POLICY CHANGES:

1. Replaces current practice of allowing students to remove an F from the grade point average, by registering for the course S/N and receiving an N. Perceived as a form of academic dishonesty.

Policy Statement

A. Establishment and Use of University Grading Systems

1. There are two distinct grading systems on each campus of the University of Minnesota, 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, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).

6. Except as provided in this policy in Sections A (7) and E (10), 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</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></td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better</td>
</tr>
</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.

   F  “0” 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.

   N  Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see 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.

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
3. [Morris only] If a student receives the penalty of an F or N grade for scholastic dishonesty, the student cannot withdraw from the course.

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 his or her 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. **Transfer work.** There will be a symbol T, transfer, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.

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

3. **Withdrawing from a course.**
   a. 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 (Twin Cities) or the third through ninth week of class (Morris) 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 his or her 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.

4. **Continuation course.** There will be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor will submit a grade for each X when the student has completed the sequence.

5. **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.

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 (except insofar as those credits exceed the limit on skills credits established in the policy Credit Requirements for an Undergraduate (baccalaureate) Degree).
   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 his or her 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 his/her 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 his/her degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
   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 of Minnesota 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 following the date of the scheduled final examination (whether or not there is actually a final examination given).
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. **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 Senior Vice President for Academic Affairs 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 and Crookston campuses.
KEY POLICY CHANGES:

1. Identifies the Senior Vice President for Academic Affairs and Provost, and the Senior Vice President Academic Health Center as having the authority to establish reasons to place a hold on student records.

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 his or her 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 Senior Vice President for Academic Affairs and Provost and/or Senior 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 Student Conduct and Academic Integrity (or the appropriate office on the coordinate campuses.)

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Specifies that student conduct during a leave of absence may affect the decision as to whether or not they will be re-admitted.

University of Minnesota

Leave of Absence and Re-admission for Undergraduates: Twin Cities, Morris, Rochester

Policy Statement

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

1. Students in good academic standing will ordinarily be granted a leave of absence upon request. The term of the leave must be specified and may not exceed two years. (Study abroad may or may not require a leave of absence.)

2. All colleges will have a process for implementing this policy.

3. Students who follow the college process and whose leave is approved in accordance with this policy need not apply for re-admission when they return, and students may return before the expiration of the leave. Whether the student returns early or at the expiration of the leave, colleges may condition the timing of re-admission to a program on availability of space. Re-admission may be denied based on crimes or other serious misconduct occurring during the leave that would have been grounds for suspension or expulsion had the student engaged in the conduct while enrolled (see Board of Regents Policy: Student Conduct Code.)

4. Undergraduates who fail to register for a semester (excluding summer) (Twin Cities and Rochester) or two semesters (Morris) and who have not been granted a leave of absence or whose leave of absence has expired will be placed on "inactive" status. Students who are placed on Inactive status must obtain permission to be re-admitted to a program. Students in good academic standing at the time they became Inactive normally should be allowed to return to Active status. Students on Inactive status must contact their college office for approval to regain Active status before registering for another term.

5. At the time of matriculation, students should be informed about both the consequences of Inactive status and the University's policy, including whether re-admission after a period of Inactive status is dependent on availability of space in the program.

6. A student who has left the University without a leave of absence for more than two consecutive semesters (not including summer session) may be held to new program
requirements upon his or her return. A student returning after one year or less will be allowed to follow the program requirements.

**Exclusions**

This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Reduces the amount of space and oversight currently needed to retain student papers and projects by reducing the time period of the hold from 365 days to 30 days (approved by the Office of Records Management).
2. Provides students the option of requesting the retention to extend to 30 days into the next semester.

Maintaining Course Records: Twin Cities, Morris, Rochester

Policy Statement

1. Instructors and academic units should retain submitted student work for 30 days after grades for the course are posted to the student’s transcript in order to permit students the opportunity to retrieve or review their work, as appropriate. After 30 days, such student work may be discarded securely (following applicable University document-destruction procedures).

2. A student may request that his or her 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 course.

3. Instructors must follow state and federal privacy laws in retaining and returning student work. (For example, student work may not be left in hallways or other public places where anyone may see it.)

4. 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.

5. Academic units must also be aware of and follow the Managing the University’s Record Retention policy (http://policy.umn.edu/groups/ppd/documents/policy/record_retention.cfm).

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Provides for the senior academic officer for the office to identify those University-sponsored activities that also qualify as an excused absence.
2. Specifies the senior academic officer for the campus or designee as the official authority to make the determination on excusable religious observances.

Policy Statement

1. Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances also include activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences. Such circumstances do not include voting in local, state, or national elections.

2. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements.

3. A student must notify instructors of circumstances identified in (1) as soon as possible and provide documentation to the instructor to verify the reason for the absence.

4. If a student is absent due to circumstances identified in (1) and has complied with the notification requirement, the instructor may not penalize the student and must provide reasonable and timely accommodation or opportunity to make up exams or other course requirements that have an impact on the course grade.

5. The authority to determine what constitutes an excusable bereavement absence and religious observance rests with the Senior Vice President for Academic Affairs and Provost.

6. Instructors are encouraged to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution [See http://www1.umn.edu/regents/minutes/2005/december/board.pdf, p. 147]

7. This policy does not apply to final examinations.

8. Colleges and academic units may establish specific criteria for notice and completion of work to implement this policy.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Requires students to provide advance notification to the instructor when absent from the first class session due to a religious holiday, so that the student retains their spot in the class.

Mandatory Attendance at First Class Session and Consequences for Absence: Twin Cities, Morris, Rochester

Policy Statement

1. Students must attend the first class meeting of every part of a course in which they are registered (including, for example, labs and discussion sections), unless they obtain 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 his or her place in the class to another student. The registration materials should alert students to the fact that they must attend the first session of a course, whether that session is a lab, discussion section, lecture, or some other class meeting.

2. If a student wishes to remain in a course from which he or she has been absent the first day without prior approval, the student should contact the instructor as soon as possible. In this circumstance, instructors have the right to deny admission to the class if other students have been admitted and the course is full. However, instructors should consider extenuating circumstances (e.g., weather) that may have prevented a student from attending the first class session.

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 instructor must be notified in advance of the absence and the reason; in this instance, the place for the student will be retained. (See the Policy Makeup Work for Legitimate Absences.)

4. Students must officially cancel any course for which they have enrolled and subsequently been denied enrollment. Instructors will fail any such student who does not officially cancel a course.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Specifies that non-receipt of a mid-term alert on performance is not a legitimate reason to contest a grade.

Mid-Term Alerts on Academic Performance: Twin Cities, Morris, Rochester

Policy Statement

1. Instructors are required to provide mid-term alerts 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 no later than the seventh week of class, and earlier if possible, to allow students to improve their classroom performance or to withdraw by the eighth week. Mid-term alerts will not be recorded on transcripts.

2. Instructors are encouraged to provide mid-term alerts for all other courses.

3. The provision of mid-term alerts is a courtesy to the student. Failure to receive a mid-term alert does not create the right for a student to contest a grade in a course.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Clarifies which exams may be given during the last week of classes.

Scheduling Examinations, Final Examinations, and Study Days: Twin Cities, 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 coordinate 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 other than during the final examination period. In a course where only one examination is given during the term, that examination may not be given during the last week of classes.

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. Coordinate 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 offer take-home final examinations (but see 7(c) below).

4. 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.

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 week 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 his or her 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 he or she 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.

C. Classes and Events During the Study Day/Finals Week 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 Study Day.

2. Instructors may not hold a regular class during examination week (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 Finals Week. 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.

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.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Changed the syllabus components to be requirements rather than expectations.

Syllabus Requirements and Guidelines: Twin Cities, Morris, Rochester

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 the policy Teaching and Learning: Instructor and Unit Responsibilities.)

1. Catalogue 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 policy Undergraduate Student Learning and Development Outcomes).
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 the policy Teaching and Learning: Instructor Responsibilities).
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 the policy Teaching and Learning: Instructor Responsibilities).

8. Attendance requirements and penalties if any (see the policy Enrolling in Overlapping Classes).

9. Statement on extra credit. If an instructor wishes to offer what is commonly known as extra credit opportunities for students in a class to allow them to improve their grade, those opportunities must be announced and made available to all students. (This provision does not address the option of increasing the number of credits a student may earn for the course.)

10. Policy for making up missed exams and grading late work.

11. The date, time and place of the final examination if one is scheduled. Instructors who schedule final exams that are longer than two hours must provide alternative testing times for students who have other final exams scheduled during that time (see the policy Scheduling Examinations, Final Examinations, and Study Days).

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:

1. Grade definitions from the educational policy (Grading and Transcripts: Twin Cities, Morris, Rochester)

2. Scholastic Dishonesty (see Board of Regents Policy: Student Conduct Code and the policy Teaching and Learning: Instructor and Unit Responsibilities.)

3. Makeup Work for Legitimate Absences

4. Administrative policy: Use of Personal Electronic Devices in the Classroom

5. Appropriate Student Use of Class Notes and Course Materials

6. Teaching and Learning: Student Responsibilities; Student Conduct Code

7. Board of Regents Policy: Sexual Harassment


9. Statement about the availability of mental health services

The Office of the Senior Vice President for Academic Affairs 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 and Crookston campuses.
Use of Personal Electronic Devices in the Classroom: Twin Cities, Morris, Rochester

Policy Statement

1. A University instructor may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting.

2. In establishing restrictions, instructors must make reasonable accommodations for students with disabilities in working with the Office for Disabilities Services.

3. An instructor may allow students to use laptops or other devices for taking notes or class work. Individual students who use their personal electronic devices for something other than class purposes may be directed to turn them off.

4. The default rule is that students are not permitted to record (whether audio or visual or both) any part of a class/lab/other session unless explicitly granted permission to do so by the instructor.

5. A student who fails to comply with an instructor’s restriction or prohibition will be subject to the provision of Board of Regents Policy: Student Conduct Code and the instructor may ask the student to leave the class.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Adds language to specify who has the authority to establish, revise, or eliminate curriculum and degree requirements.

Academic Unit Authority over the Curriculum and Degree Requirements: Twin Cities, Morris, Rochester

Policy Statement

1. Authority to establish requirements
   a. Subject to the final authority of the Board of Regents, departments, colleges, and campuses have the authority to establish their curricula and the requirements for majors and minors, for graduate and professional degrees, and to add to or remove courses from both in accordance with rules established by the college or campus.
   b. Any change in major requirements ordinarily will be made no more than once during a term, and will take effect no earlier than the following term. Such new requirements will not normally be imposed on currently-enrolled students who have been admitted to the major, but the new requirements may be offered to them as an option. If the faculty of a unit conclude that a new major requirement is essential even for currently-enrolled students, approval of the dean of the college must be obtained for imposing the requirement on current students.

   (See the Leave of Absence and Readmission policy for program requirements for students who leave the University and then return.)

2. Expiration of old credits

   In order to ensure that graduating students 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 or minor if the course was taken too long ago.

3. Revisions of courses required for a major
   a. Subject to the final authority of the Board of Regents, departments, colleges, and campuses have the authority to eliminate or substantially revise courses required for the major and to eliminate or revise prerequisites for the major in accordance with rules established by the college or campus.
   b. Units must clearly communicate to prospective and current students their policies and decisions regarding new or revised requirements for the major.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Allows departments to seek authorization to create higher standards.
2. Requires that students be notified of the standards.

Campus-Specific Credit Requirements for Undergraduate (Baccalaureate) Degrees: Twin Cities, Morris, Rochester

Policy Statement

Students must complete the following minimum number of credits at the campus from which they expect to graduate before a degree will be granted.

1. To be eligible for a University of Minnesota undergraduate degree, a student must complete at least 30 semester credits awarded by the University of Minnesota campus from which he or she is seeking to graduate.

2. At least 15 credits of the last 30 credits earned prior to the awarding of a University degree, must be awarded by the University of Minnesota campus from which a student is seeking to graduate.

3. Students must complete at least half of upper-division major work (3XXX courses or higher) on the campus from which they are seeking to graduate. Study-abroad credits earned through programs sponsored by the University are considered resident credit.

4. In order to have a minor recorded on a University of Minnesota transcript, a student must take at least three upper division credits in the minor field at the campus from which he or she will receive the degree.

Special Circumstances

1. The Senior Vice President for Academic Affairs and Provost may, under extraordinary circumstances, waive the requirements in sections 2, 3, and 4, above, but not section 1.

2. Colleges or campuses may, with approval of the Senior Vice President for Academic Affairs and Provost, establish standards higher than those set in this policy. Students must be informed of such additional requirements.

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

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.
1. **KEY POLICY CHANGES:**

Informs departments that 0xxx may only be used for remedial courses, and also informs students that normal charges apply.

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**Course Numbering: Twin Cities, Morris, Rochester**

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**Policy Statement**

1. 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. Semester courses will have four digit numbers. The first number designates the course level. The numbering system is as follows:

- **0xxx** Courses that are remedial and do not carry credit toward any University degree but which carry normal tuition and fee charges
- **1xxx** Courses primarily for undergraduate students in their first year of study
- **2xxx** Courses primarily for undergraduate students in their second year of study
- **3xxx** Courses primarily for undergraduate students in their third year of study
- **4xxx** Courses primarily for undergraduate students in their third or fourth year of study; graduate students may enroll in such courses for degree credit
- **5xxx** Courses primarily for graduate students; undergraduate students in their third or fourth year may enroll in such courses
- **6xxx** Courses for post-baccalaureate students in professional degree programs
- **7xxx** Courses for post-baccalaureate students in professional degree programs
- **8xxx** Courses for graduate students
- **9xxx** Courses for graduate students

**Notes:**

- **0xxx course credits:** Have normal tuition and fee charges and count in financial aid calculations.
- **3xxx and 4xxx courses:** 3xxx and 4xxx courses are generally considered to be upper division.
- **Use of 4xxx Courses in Graduate Programs:** 4xxx courses may be applied toward a Graduate School degree with approval by the student’s major field and if the course is taught by a member of the graduate faculty or an individual authorized by the program to teach at the graduate level (subject to the corresponding Policy and Review Council’s guidelines).

Also, a graduate program may restrict the use of 4xxx courses in the program (e.g., by stipulating that no more than y credits of 4xxx courses may be counted or by stipulating that only certain 4xxx courses may be counted). Such restrictions may be applied both for 4xxx courses in the major field and for 4xxx courses outside the major field. These are matters left to the discretion of each graduate program.
• **6xxx and 7xxx Courses:** 6xxx and 7xxx courses are to be used primarily for post-baccalaureate professional programs that are not offered through the Graduate School. 6xxx and 7xxx courses may be counted for a Graduate School degree, if a degree program wants them to count. Similarly, 5xxx and 8xxx courses may be counted for a non-Graduate School degree, if a program wants them to count. Those departments or programs that offer both Graduate School degrees and non-Graduate School degrees should decide for themselves how best to number courses in the curriculum.

• **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).

2. All thesis credit courses will use the following numbering conventions:

   8666   Doctoral Pre-thesis Credits
   8777   Thesis Credits: Masters
   8888   Thesis Credits: Doctoral

3. All-University numbering conventions for other kinds of courses are provided below.

   xx91   Independent Study
   xx92   Directed Reading
   xx93   Directed Study
   xx94   Directed Research
   xx95   Problems
   xx96   Field Study; Internships, Industrial Assignment
   xx97   Reserved for future use
   xx98   Reserved for future use

All of the above are examples of courses that may be repeated for credit. 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).

**Exclusions**

This policy is not applicable to the Duluth and Crookston campuses.
1. Reiterates that degrees are issued from the institution as a whole, rather than from a specific college, department or campus.

Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Morris, Rochester

Policy Statement

1. Degrees are awarded by the Regents of the University on recommendation of the faculty, not by colleges or departments or campuses. Degree requirements and standards are set by the University, but the determination of requirements and standards related to programs and majors are delegated to departments, colleges, and campuses, but must be 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 count toward the requirements for the degree (subject to the limitation on skills credits and requirements and standards established by departments, colleges, and campuses). In some cases, students may accumulate credits that, while recognized by the University, are in excess of what may be required for the degree program in which he or she may be enrolled.

3. 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.

4. 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.

5. 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.

6. Limits on use of S/N grades (see the Grading and Transcripts Policy for definitions of S and N).
   a. The maximum number of S/N credits allowed to a student is 25% of University of Minnesota credits counted toward the degree (from any campus).
   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 4 (a), 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.

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

8. GPA requirement for graduation. The minimum cumulative GPA required for graduation will be 2.00, and will include all, and only, University course work. (That is, a student who is admitted to a degree program or major and who completes all requirements with a cumulative GPA of at least 2.00 in University course work will be allowed to graduate). No academic unit may impose additional grade point standards or conditions to graduate.

9. Limitation on skills credits.
   a. (Twin Cities) No more than 6 semester credits from physical education, study skills, or applied music (in any combination and including transfer credits) will count toward a student's degree, unless the additional credits are a required part of the student's program requirements. This provision does NOT mean a student may count 6 credits of physical education, 6 in study skills, and 6 in applied music; it establishes a TOTAL of 6 credits from all three areas combined as the number that will count toward a degree. (That is, a student may count 6 skills credits, or the number of skills credits required by the major, whichever is greater.) A student may NOT count all the skills credits required by the major plus an additional 6 skills credits.
   b. (Morris) No more than 8 credits in Music Ensembles, Mus 1300 through Mus 1340, no more than 4 credits in WSS 12xx Skills courses, no more than 4 credits in Varsity Athletics, WSS 1401 through WSS 1412, and no more than 4 credits in Psychology Field Experience, Psy 4896 may be applied to the 120-credit degree requirement.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
1. Identifies who determines the process for how students declare a major.

Declaring a Major: Twin Cities, Morris, Rochester

Policy Statement

All undergraduate students are required to declare a major or be admitted into a program before or upon the completion of 60 semester credits. Once a student has completed 60 credits, an "adviser hold" will be placed on the student's record, preventing the student from registering for additional classes until the student has declared a major or been admitted to a program.

1. Colleges determine how students declare a major or degree program.
2. Departments set the standards for declaring a major in the field.
3. Department standards are subject to college review and approval. Department, college, and campus standards for declaring a major are subject to review and approval by the Senior Vice President for Academic Affairs and Provost or the Senior Vice President for Health Sciences, as appropriate.
4. All freshmen-admitting colleges will have available a student status of "undeclared."

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
Directed Study, Directed Readings, and Directed Research Courses: Twin Cities, Morris, Rochester

Policy Statement

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

1. Colleges and campuses establish the procedures for directed study, directed research, or directed readings courses, including registration.

2. Such courses require a contract between the instructor and the student that identifies the student’s responsibilities and the name of the instructor who is responsible for turning in the student’s grade. Such courses do not require a syllabus. It is good practice for a copy of the contract to be filed with the department.

3. Such courses must conform to the academic workload requirements established in Expected Student Academic Work per Credit (generally 3 hours of work per week per credit for undergraduate students and more than that for graduate and professional students). The instructor must set the number of credits for such a course in accordance with the provisions of that policy.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Establishes the expectation that instructors will make decisions based on the merit of the work.

Educational Materials Conflict of Interest: Twin Cities, Morris, Rochester

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. In most cases the decision to require materials rests with the instructor who has been assigned responsibility for the course or program. The procedure for selection of course materials must avoid conflict of interest or the appearance of conflict of interest. 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 personal income to the faculty member, the approval by the head of the academic unit or of the dean of the college is required.

Requirements

1. 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 without proper administrative approval by the department. Approval should be given unless the decision appears to have been made for reasons other than the academic merit of the materials.

2. Implementation
   a. The decision to require the purchase by University of Minnesota students of any course materials for which the sale will provide personal income to the member of the faculty responsible for the course must be documented and formally approved.
   b. Documentation justifying the decision to require the purchase of such materials may be developed by the faculty member responsible for the course or program or by faculty peers knowledgeable about the use of the materials.
   c. The head of the administrative unit (usually the academic department) in which the materials are to be used must give written approval for their use. If the head also is the faculty member involved, the dean of the college must give the written approval. The decision to give approval ordinarily should be reached in consultation with faculty peers knowledgeable about the use of the materials. Unless otherwise stated, approval will apply to all offerings of the course for which the affected faculty member is responsible during the twelve-month period following the approval date.
   d. A record of the approval by the unit head must be filed with the dean of the college prior to ordering materials.
   e.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.
KEY POLICY CHANGES:

1. Clarifies that faculty have the authority to penalize chronically late or early-departing students.

Enrolling in Overlapping or Back-to-back Classes: Twin Cities, Morris, Rochester

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 between the two classes 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 and Crookston campuses.
Academic Probation and Suspension: Twin Cities, Morris, Rochester

Policy Statement

All colleges and programs will use the following rules for determining probation and suspension.

Every college and campus must have a Student Scholastic Standing Committee.

A. Probation

1. A student will be placed on probation (and will remain on probation) if either the term or the cumulative GPA is below 2.000. A student on probation will have a hold placed on his or her record and must see an adviser in order to register.

2. *Academic contract.* Colleges may develop contracts specifying additional requirements that students enrolled in that college must meet to be removed from probation or to register for classes while on probation. The academic contract may include GPA expectations more rigorous than the 2.000 term and cumulative GPA minimum standard, where programmatically warranted and where clearly communicated to the student. If the student meets the conditions of the contract, and the term and cumulative GPA are at least 2.000, the student will be removed from probation. Even if the contract conditions are met, the student must still meet the minimum GPA requirements of this policy. If the conditions of the contract are not met, the student will be suspended.

3. *Registering while on probation.* Students will be given an override for the probation hold to enable them to register when they have met with an adviser and, if a contract is required, when the student’s academic adviser and college office are satisfied that the conditions of the contract have been met.

B. Suspension

1. A student is suspended if a) at the end of the probation term (semester), both the term and the cumulative GPA are below 2.000, or b) the conditions of an academic contract are not fulfilled. The suspension is effective immediately.

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

3. *Appealing suspension decisions.* Students may appeal suspension decisions or petition for re-admission in writing to the college’s Student Scholastic Standing Committee (SSSC) according to a defined collegiate petition process.
4. **Readmission after suspension.** Re-admission after a period of suspension is not automatic. To be re-admitted, a student must show evidence of changes in circumstances that demonstrate that he or she will succeed in an academic program.

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

**Exclusions**
This policy is not applicable to the Duluth and Crookston campuses.
Admissions for Undergraduates: Twin Cities

Policy Statement

1. Each college is responsible for proposing to the Admissions Office enrollment targets for the admission of New High School and New Advanced Standing students. These proposed targets are subject to the review and approval of the Senior Vice President for Academic Affairs and Provost and, as appropriate, the Senior Vice President for Health Sciences. This effort is to be coordinated by the Director of the Office of Admissions.

2. Each college will set the criteria and standards that are to be used by the Admissions Office in admitting both New High School and New Advanced Standing students to the college. These standards and criteria are subject to the review and approval of the Senior Vice President for Academic Affairs and Provost and, as appropriate, the Senior Vice President for Health Sciences.

3. Conditional admission. Each college will have a written conditional-admissions policy that communicates to applicants both the matriculation and the graduation conditions that may be imposed on a student when they are admitted. Such policies apply to students new to the University, not to those transferring within the University.
   a. Conditional admission to matriculate (begin taking courses toward a degree). Students are admitted subject to conditions (e.g., that they graduate from high school and others that may be imposed by the University). A student who does not meet the conditions required for admission will have his or her admission revoked.
   b. Conditional admission to graduate. Under circumstances established by the University and the student’s admitting college, a student may be permitted to matriculate (or transfer to the University), subject to certain conditions that must be satisfied before the student will be permitted to graduate (e.g., that any deficiencies in satisfying high school preparation requirements are made up). Such graduation conditions are in addition to degree requirements and might not count toward required credits to earn a degree.

Exclusions
This policy is not applicable to the Duluth, Crookston, Morris, and Rochester campuses.
Appropriate Student Use of Class Notes and Course Materials: Twin Cities, Morris, Rochester

Policy Statement

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

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

1. Students may not distribute, via the Internet or other means, instructor-provided lecture notes or other instructor-provided materials, except to other members of the same class or with the express consent of the instructor.

2. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. (See Board of Regents Policies: Copyright and Commercialization of Intellectual Property Rights and administrative policy Copyright Ownership.)

3. While students hold the copyright to their own notes from a course, students may not engage in the widespread distribution or any sale of transcript-like notes or notes that are close to verbatim records of a lecture or class presentation. Students may share such notes with other students in the same class.

4. The provisions of this policy are enforceable as University rules under Board of Regents Policy: Student Conduct Code.

5. If the faculty of a department or collegiate unit, as a group, or individual faculty in a particular course, have assented to or authorized the distribution of lecture notes or instructor-provided materials, such action does not violate this policy.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.
Policy Statement

A. Expectations for Classrooms

In supporting the core mission of teaching and learning, units charged with equipping, managing, scheduling and supporting classrooms are responsible for:

1. Physical environment – clean and appropriate classroom facilities, furnishings and equipment that provide a setting conducive to teaching and learning. People using the classrooms also have an obligation to help keep them clean and in order.

2. Space environment - suitable classroom instructional space that is sufficient in quantity, quality, size (both room and individual student seating space) and location. Classroom space should be efficiently utilized through the employment of standard scheduling that also promotes student access to courses.

3. Technology environment - audio, visual, and technology equipment and systems that are capable, current, and appropriate for classroom teaching and learning.

4. Maintenance environment – physical, furnishings and technology equipment should be in good working order and be adequately maintained and adequately supplied. Operating instructions should be provided so those unfamiliar with the equipment can use it.

5. Support and training environment – faculty who teach and students who learn in classrooms should have reasonable support capability available, including a posted telephone number for contacting appropriate personnel to report equipment malfunction or need for supplies. Training that supports excellence in the classroom, including training for instructional improvement, effective classroom instruction, and the use of technology should be available.

B. Instructor and Student Responsibility

1. Instructors and students are expected to leave the classroom and its equipment in good order (e.g., blackboards clean, chairs arranged, electronic equipment shut off). Students may be requested to help neaten a classroom and furniture.

2. All members of the University community are expected to adhere to rules restricting the consumption of food and beverages in designated classrooms.

C. Central and Departmental Classroom Responsibility

The responsibility for managing, funding, maintaining, scheduling and operating central/general purpose/centrally scheduled classrooms rests with central administration of the respective campus. The responsibility for managing, funding, maintaining, scheduling and operating departmental classrooms rests with the respective department.
D. Classroom Management on Twin Cities Campus

On the Twin Cities campus, the Office of Classroom Management (OCM) has been designated as the central point of contact and primary point of responsibility and accountability for all Twin Cities central classroom issues. This office has collaboratively developed and published standards, policies and procedures covering many aspects of general-purpose classrooms. The standards and procedures are required for all Twin Cities general-purpose classrooms. They may be specified by cognizant university officials for other classrooms or other locations as appropriate.

In the execution of its responsibilities, OCM leverages and partners with service providers such as Facilities Management (FM), Capital Planning and Project Management (CPPM) and the Office of Information Technology (OIT) who deliver services at the campus, project, building and classroom level.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
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 attended.
   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. For the purposes of meeting the grade point average standards set forth in this policy, only University course work will be counted.
   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 alone will be used in determining 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.

d. 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.

e. 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." Counting courses for the purpose of calculating the grade-point average begins after the student completes his or her 60th credit. Campuses have the authority to adopt higher grade-point averages.

f. 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 and Crookston campuses.
Establishing, Enforcing, and Waiving Prerequisites: Twin Cities, Morris, Rochester

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 and Crookston campuses.
Expected Student Academic Work per Credit: Twin Cities, Morris, Rochester

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, but course grades are based on the quality of the work submitted, not on hours of effort (as provided in the Grading and Transcript policy, URL).

A. Undergraduate Students

1. Student workload expectations per undergraduate credit. The Faculty Senate affirms the standard (first adopted by the Senate on February 16, 1922) that, for fall and spring semester, that one credit represents, for the average University of Minnesota 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. 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 Students

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 Students

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 and Crookston campuses.
Faculty Responsibility in Undergraduate Advising on the Curriculum: Twin Cities, Morris, Rochester

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 and Crookston campuses.
High School Preparation Requirements for Undergraduates: Twin Cities, Morris, Rochester

Policy Statement

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

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

2. MATHEMATICS—Three years consisting of two years of algebra, one of which must be intermediate or advanced algebra, and one year of geometry.

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

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

5. WORLD LANGUAGE—Two years of a single second language. Language courses may include both those traditionally taught in high schools (for example, Spanish, French, German), as well as those less frequently taught.

6. ARTS—One year in the visual or performing arts. It is expected that all arts courses (including band and chorus) will include instruction in the history and critical interpretation of the art form. Courses in the arts should offer students the opportunity to experience the arts directly as creators/performers and as critical, informed observers.

Additional study in mathematics and science is highly recommended; some divisions in specific institutions require four years of each for admission.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
Policy Statement

1. For all enrollment periods and for all courses, the hours of instructional time for a course normally will equal at least the number of credits for the course times the number of weeks the course is offered. In the majority of cases, this would mean the number of instructional hours per week would equal the number of credits for the course, but the instructional hours need not be spread out evenly by week.

2. Instructional time is defined for these purposes as scheduled instruction by an individual appointed for that purpose by the department or faculty member, including faculty members, graduate teaching assistants, teaching specialists, or, in unusual instances, advanced undergraduates. Instructional time does not typically include office hours or casual or informal time spent with students.

3. Course proposals must justify a schedule that includes fewer total instructional hours than the number of credits for the course times the number of weeks the course is offered; instructional hours of all types equal to or in excess of at least one hour per week per credit, on average, need not be justified.

4. 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 which have fewer instructional hours than the number of credits times the number of weeks the course is offered, barring significant evidence that reduced instructional contact hours are appropriate.

5. Explicitly exempted from this standard are research seminars, studio courses, clinical experiences, distance learning courses, independent study, directed study or readings or field work, directed research, internships and practicums, honors thesis credits, and other experiences faculty offer to students outside the normal laboratory or classroom setting (many of which include activities beyond the physical boundaries of the campuses). Included in the standard are (1) interactive video classes (which in practice should be no different from in-class instruction) and (2) one-way transmission of instruction from the instructor to the students; it is assumed in these cases that avenues of two-way interaction are used in conjunction with the one-way transmission of instruction.

Exclusions

1. This policy is not applicable to the Duluth and Crookston campuses
Intercollegiate Athletic Events During Study Day and Finals Week: Twin Cities

Policy Statement

1. Subject only to the exception noted in this policy, no travel or competition is permitted from the period beginning with, and including, Study Days and ending with the last day of Final Examinations. Home events may be scheduled in the evening of the last day of Final Examinations if the examination schedule is concluded by 18:00.

2. Post-season or other athletic events that are invitational in nature (whether or not conducted by the National Collegiate Athletic Association (NCAA) or another national sport governing body), rather than a normal progression to a championship, and which would take place during Study Days or Finals Week, require the specific approval of the Senate Committee on Educational Policy before participation may occur.

3. This policy applies only to intercollegiate athletic teams, not to any other teams (e.g., teams competing under the aegis of recreational sports or any other unit of the University). For all other teams and for other activities, see the Policy on Scheduling Examinations, Final Examinations, and Study Days and the Policy on Makeup Work for Legitimate Absences.

4. In those instances where post-season competitive events occur during Study Days or Finals Week, the Senate Committee on Educational Policy will consider them approved (that is, without requiring explicit action on the part of the Committee) subject to the following conditions:
   a. The event is in normal progression in the sport, leading from in-season competition to conference or regional championships and then to national championship competition;
   b. The academic counselor for the team ensures that satisfactory alternative academic arrangements have been made and reported to the Faculty Academic Oversight Committee for Intercollegiate Athletics; and
   c. The event is conducted under the aegis of the NCAA or the appropriate national sport governing body if it is not the NCAA.

5. 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.

6. The academic counseling office for intercollegiate athletics will provide annually to the chairs of the Senate Committee on Educational Policy and the Faculty Academic Oversight Committee for Intercollegiate Athletics, a report on the arrangements that are made pursuant to paragraph 2, above.

7. The Director of Athletics will provide a written report annually to the Senate Committee on Educational Policy and the Faculty Academic Oversight Committee on Intercollegiate Athletics early in the Fall Semester on the number of student-athletes who missed any Study Days or any part of Final Examinations during the preceding year and the academic performance of those student-athletes.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
Promoting Timely Graduation by Undergraduates: Twin Cities, Morris, Rochester

Policy Statement

1. The University expects undergraduate students to graduate in a timely manner, defined here as four years. All departments and programs must have in place a published or publicly available curricular plan that enables students 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.

2. Admissions, collegiate, and registration materials must contain language emphasizing to students that they must complete at least 15 degree-applicable credits per semester on average to graduate within four years. All colleges and campuses are responsible for informing students of the average credit load necessary to graduate in four years.

3. The University must adopt policies, and further publicize existing policies, which will facilitate timely graduation for most students (within four years). The Office of the Senior Vice President for Academic Affairs and Provost will engage in regular conversations with the Senate Committee on Educational Policy about these policies and their effectiveness.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
Teaching and Learning: Instructor and Unit Responsibilities (Twin Cities, Morris, Rochester)

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. Responsibility to Provide Information about Courses

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, such as the Course Guide, 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 clearly 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 for an additional article to read; some weeks if a paper is to be 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 the Grading and Transcripts policy, 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. Responsibility to 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. Responsibility for 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. Responsibility for Observing 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. Responsibility for Observing 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. Responsibility to Report Scholastic Dishonesty

Instructors are obligated to report suspected scholastic dishonesty to their departments and to the office on campus responsible for investigating and adjudicating incidents of scholastic dishonesty (on the Twin Cities campus, the Office for Student Conduct and Academic Integrity; at Morris, the Committee on Academic Integrity; at Rochester, the Director of the Center for Learning Innovation).

G. Responsibility to 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.

Academic Unit Responsibilities

A. Maintaining 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 of 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 the policy Maintaining Course Records

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
Teaching and Learning: Student Responsibilities (Twin Cities, Morris, Rochester)

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.
   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 the policy on Mandatory Attendance at First Class Session).
   c. Students are responsible for being on time and prepared for all class sessions.

4. **Maintaining academic integrity.** Students are expected to do their own assigned work. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. (See [http://www1.umn.edu/regents/policies/academic/StudentConductCode.html](http://www1.umn.edu/regents/policies/academic/StudentConductCode.html), Section III, Subd 1, Scholastic Dishonesty, and [http://160.94.62.210/groups/senate/documents/policy/gradingpolicy.html](http://160.94.62.210/groups/senate/documents/policy/gradingpolicy.html), Section II (2).)

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 must abide by the provisions of the policy Appropriate Use of Class Notes and Course Materials.
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. Guests may not be brought to class without permission from the instructor.

**Exclusions**
This policy is not applicable to the Duluth and Crookston campuses.
Transfer of Undergraduate Credit: Twin Cities, Morris, Rochester

Policy Statement

The Director of Admissions 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 Director of Admissions 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:
   a. the mission of the institution from which credits would be transferred;
   b. the comparability of the course work with University of Minnesota course work; and
   c. the appropriateness of the course work for meeting baccalaureate degree requirements at the University of Minnesota.

2. The University will not accept any transfer course with less than a "D" grade. Once a course has been accepted for transfer, all colleges and programs will honor this decision. (A course with a grade of less than C- will not count toward a major or a minor but it will count toward total credits.)

3. Regional accreditation will usually serve as the primary criterion for determining the transferability of course work from another institution.

4. Credits from technical schools may be considered for transfer when appropriate to a student's degree program. Credit is not normally transferred from specialized or proprietary institutions, military training, or industry-based education programs.

5. Credit granted by another institution for non-traditional experiences: College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), military training) will be re-evaluated for content and comparability by the Office of Admissions.

6. 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.

Exclusions
This policy is not applicable to the Duluth and Crookston campuses.
Undergraduate Student Learning and Development Outcomes: Twin Cities

Policy Statement

Student Learning Outcomes

At the time of receiving a bachelor's degree, University of Minnesota Twin Cities students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understands diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning.

Student Development Outcomes

As they progress toward their degree, University of Minnesota Twin Cities undergraduates will develop and demonstrate the following characteristics:

- Responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
- Independence and Interdependence by knowing when to collaborate or seek help and when to act on their own
- Goal orientation by managing their energy and attention to achieve specific outcomes
- Self-awareness by knowing their personal strengths and talents and acknowledging their shortcomings
- Resilience by recovering and learning from setbacks or disappointments
- Appreciation of differences by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
- Tolerance of ambiguity by demonstrating the ability to perform in complicated environments where clear-cut answers or standard operating procedures are absent.

Exclusions

This policy is not applicable to the Duluth, Crookston, Morris, and Rochester campuses.