University of Minnesota Rochester

2015-17 UNDERGRADUATE CATALOG

This file serves as an official record of University, college, and program requirements and policies during a specific time period. It includes a directory of undergraduate programs, majors, and course descriptions. It also includes a list of University policies.

NOTE: The information in this catalog is subject to change without notice. Colleges and departments make changes in their degree requirements and course descriptions frequently. For the most current information, check with department offices, advisers, and visit the Online Catalog at www.catalogs.umn.edu.

The University of Minnesota is an equal opportunity educator and employer. This publication is available in alternative formats upon request. Contact the Office of Admissions, 240 Williamson Hall, 231 Pillsbury Dr. SE, Minneapolis, MN 55455-0213, 612-625-2008 or TTY 612-625-9051.
<table>
<thead>
<tr>
<th>Program</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Professions B.S.</td>
<td>1</td>
</tr>
<tr>
<td>Health Sciences B.S.</td>
<td>5</td>
</tr>
</tbody>
</table>
Rochester Campus

Health Professions B.S.
UM Rochester
UMR Chancellor’s Office

- Program Type: Baccalaureate
- Requirements for this program are current for Fall 2015
- Required credits to graduate with this degree: 120 to 126
- Required credits within the major: 60 to 66
- This program requires summer terms.
- None
- Degree: Bachelor of Science

The Bachelor of Science in Health Professions (BSHP) is an educational collaboration between the University of Minnesota Rochester and Mayo School of Health Sciences. The curriculum has a broad focus and includes rigorous science foundations, liberal education, and prerequisite courses selected to meet the need for deeper academic preparation in health professions. Students majoring in the health professions are admitted into one of four tracks: Echocardiography, Radiography, Respiratory Care or Sonography. Academic coursework is coordinated with clinical rotations at Mayo Clinic to optimize the learning experience. The BSHP program prepares students to become certified health professionals in select allied health fields where increased technical complexity and strong cognitive abilities are needed due to specialization and new technologies in health care.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Admission Requirements
Students must complete 12 courses before admission to the program.

A GPA above 2.0 is preferred for the following:
- 2.75 already admitted to the degree-granting college
- 2.75 transferring from another University of Minnesota college
- 2.75 transferring from outside the University

For information about University of Minnesota admission requirements, visit the Office of Admissions website.

Required prerequisites

Statistics
MATH 1161 - Statistics and Discrete Mathematics [MATH] (3.0 cr)
or STAT 3011 - UMTC Course - Introduction to Statistical Analysis

College Algebra
MATH 1110 - College Algebra with Physical Concepts [MATH] (3.0 cr)
or MATH 1031 - UMTC Course - College Algebra and Probability
or MATH 1051 - UMTC Course - PreCalculus

Chemistry with Laboratory
CHEM 1231 - Organic Chemistry I [PHYS] (4.0 cr)
or CHEM 2331 - General Chemistry I (4.0 cr)
or CHEM 1015 - UMTC Course - Introductory Chemistry I AND CHEM 1017 Introductory Chemistry I Lab
or CHEM 1061 - UMTC Course - Chemical Principles I AND CHEM 1065 Chemical Principles I Lab

Physics with Laboratory
PHYS 1251 - Physics I [PHYS] (4.0 cr)
or PHYS 1101W - UMTC Course - Introductory College Physics I
or PHYS 1201W - UMTC Course Introductory Physics for Biology & PreMed I

Microbiology with Laboratory
Take exactly 1 course(s) from the following:
- BIOL 3344 - Microbiology [ENV] (4.0 cr)
or VBS 2032 - UMTC Course - General Microbiology with Lab
or MICB 3301 - UMTC Course - Biology of Microorganisms

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Information current as of September 18, 2015
Anatomy and Physiology
Take exactly 2 course(s) from the following:
• BIOL 2331 - Anatomy and Physiology | BIOL | (4.0 cr)
• BIOL 2332 - Anatomy and Physiology II | (4.0 cr)
or PHSL 3051 - UMTC Course - Human Physiology
ANAT 3601 - UMTC Course - Principles of Human Anatomy
ANAT 3602 - UMTC Course - Principles of Human Anatomy Lab

Psychology
PSY 1511 - Psychology | SOCS | (3.0 cr)
or PSY 1001 - UMTC Course - Introduction to Psychology

Writing
Writing Enriched Curriculum
WRIT 1511 - Writing Studio I | (1.0 cr)
WRIT 1512 - Writing Studio II | (1.0 cr)
or UMTC Course - University Writing
or English (two semesters, without a writing intensive or writing enriched curriculum)
or English (one semester, writing intensive curriculum with lower division writing intensive courses)

Speech or Communication
WRIT 3511 - Communication Methods | (3.0 cr)
or COMM 1101 - UMTC Course - Introduction to Public Speaking

Ethics
PHIL 1441 - Introduction to Ethics | CIV | (3.0 cr)
or SOC 1641 - Social Justice and Ethical Decision Making | CIV | (3.0 cr)
or PHIL 1003W - UMTC Course - Introduction to Ethics

Medical Terminology
PHAR 1002 - UMTC Course - Health Sciences Terminology | (2.0 cr)
or a course of two or more credits in medical terminology

General Requirements
All students are required to complete general University and college requirements including writing and liberal education courses. For more information about University-wide requirements, see the liberal education requirements.

Program Requirements
Admission to Mayo School of Health Sciences in one of four programs: Echocardiography, Radiography, Respiratory Care, or Sonography.

Program Sub-plans
Students are required to complete one of the following sub-plans. (Note for the Twin Cities and Morris campuses: The honors sub-plan does not meet this requirement. Honors students are required to complete one sub-plan plus the honors sub-plan. Please see an adviser if no honors sub-plan is listed for the program.)

Echocardiography-Mayo School of Health Sciences
The BSHP Echocardiography Track delivers upper-division curriculum designed to prepare students to become well-rounded, fully competent cardiac sonographers in an environment based on teamwork and mutual respect. The program offers an exceptional educational experience by providing high-quality didactic and clinical experiences that prepare students to:
• Perform patient assessments, acquire and analyze data obtained using ultrasound and related diagnostic technologies, provide a summary of findings to the physician to aid in patient diagnosis and management; and use independent judgment and systematic problem solving methods to produce high quality diagnostic information and optimize patient care.

Echocardiography
The echocardiography curriculum currently consists of 66 credits.
ECHO 3011 - Foundations of Echocardiography | TS | (4.0 cr)
ECHO 3202 - Adult Echocardiography | (6.0 cr)
Radiography-Mayo School of Health Sciences
The BSHP Radiography Track delivers upper-division curriculum designed to prepare students to become well-rounded, fully competent radiographers in an environment based on teamwork and mutual respect. Radiography is a challenging career involving the use of highly sophisticated equipment to create x-rays anatomical images that are used by physicians to diagnose disease, injury, or disability. Radiographers have direct patient contact in clinic and hospital settings and are valuable members of the primary health care team. Our high-quality professional curriculum presents a broad didactic component, comprehensive clinical rotations, and an environment that instills professional skills in our students.

Radiography
The radiography curriculum currently consists of a total of 62 credits.

HP 3021 - Patient Care Techniques (1.0 cr)
HP 4802 - Health Economics and Finance [DSJ] (3.0 cr)
HP 4902 - Management and Leadership in Healthcare [GP] (2.0 cr)
RADI 3011 - Foundations of Radiography [TS] (2.0 cr)
RADI 3101 - Radiographic Procedures I (4.0 cr)
RADI 3102 - Radiographic Procedures II (7.0 cr)
RADI 3111 - Radiation Physics (2.0 cr)
RADI 3202 - Principles of Radiographic Exposure (2.0 cr)
RADI 3301 - Clinical Practicum I (5.0 cr)
RADI 3302 - Clinical Practicum II (5.0 cr)
RADI 3603 - Applied Radiography Topics (1.0 cr)
RADI 4101 - Radiographic Procedures III (3.0 cr)
RADI 4241 - Radiation Protection Advanced Imaging (3.0 cr)
RADI 4303 - Clinical Practicum III: Changed to 7.0 credits starting Summer 2016 (6.0 cr)
RADI 4401 - Clinical Practicum IV (7.0 cr)
RADI 4402 - Clinical Practicum V (8.0 cr)

Respiratory Care-Mayo School of Health Sciences
The BSHP Respiratory Care Track delivers upper-division curriculum designed to prepare students to become respiratory care practitioners with advanced-level clinical skills. The curriculum includes professional courses and clinical experiences to support professional development and prepares students to serve as consultants to physicians and other medical staff. Students are offered the options to engage in specialized clinical study in areas of adult critical care and patient transport, newborn and pediatric critical care, cardiopulmonary diagnostics-pulmonary function testing, cardiopulmonary rehabilitation, disease prevention, case management in asthma and Chronic Obstructive Pulmonary Disease (COPD), as well as smoking cessation and lung health counseling.

Respiratory Care
The respiratory care curriculum currently consists of a total of 61 credits.

HP 3021 - Patient Care Techniques (1.0 cr)
HP 4802 - Health Economics and Finance [DSJ] (3.0 cr)
HP 4902 - Management and Leadership in Healthcare [GP] (2.0 cr)
RESP 3011 - Foundations of Respiratory Care [TS] (2.0 cr)
RESP 3101 - Respiratory Care Modalities and Equipment I (4.0 cr)
RESP 3102 - Respiratory Care Modalities and Equipment II (4.0 cr)
RESP 3201 - Cardiopulmonary Patient Assessment (4.0 cr)
RESP 3202 - Advanced Cardiopulmonary Physiology and Pathophysiology (3.0 cr)
RESP 3301 - Clinical Practicum I (3.0 cr)
RESP 3302 - Clinical Practicum II (3.0 cr)
RESP 3401 - Seminar in Respiratory Care I (1.0 cr)
RESP 3402 - Seminar in Respiratory Care II (1.0 cr)
RESP 3502 - Clinical Research: Literature, Methodology, and Application (3.0 cr)
RESP 4300 - Clinical Practicum Summer - Adult Critical Care (2.0 cr)
RESP 4311 - Advanced Perinatal and Pediatric Respiratory Care (3.0 cr)
RESP 4321 - Advanced Cardiopulmonary Diagnostics (2.0 cr)
RESP 4331 - Cardiopulmonary Rehabilitation, Disease Prevention and Case Management (1.0 cr)
RESP 4341 - Clinical Practicum III: Advanced Respiratory Care (3.0 cr)
RESP 4342 - Clinical Practicum V: Advanced Respiratory Care (3.0 cr)
RESP 4401 - Advanced Adult Respiratory Critical Care Techniques I (2.0 cr)
RESP 4402 - Clinical Practicum IV: Advanced Adult Respiratory Critical Care (1.0 cr)
RESP 4403 - Clinical Practicum VI: Advanced Adult Respiratory Critical Care (2.0 cr)
RESP 4500 - Advanced Adult Respiratory Critical Care Techniques II (1.0 cr)
RESP 4501 - Research Project I (1.0 cr)
RESP 4502 - Research Project II (1.0 cr)
RESP 4602 - Grand Rounds (2.0 cr)

Complete Pharmacotherapy for Health Professions (online) UMTC PHAR 3800 is a 3 credit course.

Sonography-Mayo School of Health Sciences
The BSHP Sonography track delivers upper-division curriculum designed to prepare students to become competent, entry-level sonographers in an environment based on teamwork and mutual respect. Students will have the opportunity to train in specialties that include abdomen, obstetrics, gynecology, and peripheral vascular. The program offers an exceptional educational experience by providing high-quality didactic and clinical experiences that prepare students to perform patient assessments, acquire and analyze data obtained using ultrasound and related diagnostic technologies, provide a summary of findings to the physician to aid in patient diagnosis and management, as well as to use independent judgment and systematic problem solving methods to produce high quality diagnostic information and optimize patient care.

Sonography
The sonography curriculum currently consists of a total of 65 credits.
SONO 3011 - Foundations of Sonography [TS] (3.0 cr)
SONO 3111 - Abdomen I Sonography (2.0 cr)
SONO 3201 - Gynecologic Sonography (2.0 cr)
SONO 3121 - Cross-Sectional Abdominal Anatomy (1.0 cr)
SONO 3311 - Vascular Technology (2.0 cr)
SONO 3301 - Clinical Practicum I (3.0 cr)
SONO 3112 - Abdomen II Sonography (3.0 cr)
SONO 3401 - OB Sonography (2.0 cr)
SONO 3312 - Vascular Technology II (3.0 cr)
SONO 3302 - Clinical Practicum II (5.0 cr)
SONO 3503 - Superficial Sonography (2.0 cr)
SONO 3113 - Abdomen III Sonography (2.0 cr)
SONO 3313 - Vascular Technology III (1.0 cr)
SONO 3403 - Concepts Review and Case Studies (2.0 cr)
SONO 4303 - Clinical Practicum III (6.0 cr)
SONO 4111 - Ultrasound Physics I (2.0 cr)
SONO 4201 - Pediatric Sonography (1.0 cr)
SONO 4301 - Fetal Anomalies (2.0 cr)
SONO 4401 - Clinical Practicum IV (7.0 cr)
SONO 4501 - Research Project & Publication (1.0 cr)
SONO 4112 - Ultrasound Physics II (2.0 cr)
SONO 4802 - Mock Exams (1.0 cr)
SONO 4602 - Professional Growth and Development (1.0 cr)
SONO 4402 - Clinical Practicum V (8.0 cr)
SONO 4502 - Research Project and Publication II (1.0 cr)
Rochester Campus
Health Sciences B.S.
UM Rochester
UMR Chancellor's Office

- Program Type: Baccalaureate
- Requirements for this program are current for Fall 2015
- Required credits to graduate with this degree: 120
- Required credits within the major: 80 to 93
- Degree: Bachelor of Science

Rochester students majoring in the health sciences will receive an integrated education across the life/health sciences, the physical sciences, the quantitative sciences, the social sciences, and the arts and humanities. Students must complete at least 120 credits, including at least 80 credits in the major. All courses in the major must be taken A-F, unless the course is only offered S-N.

The Health Sciences B.S. program prepares students for post baccalaureate education in a broad spectrum of health science related fields and for graduate programs in the sciences, social sciences, and humanities; health profession careers, including certificate programs in the health sciences; professional schools in the health sciences; and entry-level science and laboratory positions in industry, government agencies, and universities.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Admission Requirements
A GPA above 2.0 is preferred for the following:
- 2.50 transferring from outside the University

For information about University of Minnesota admission requirements, visit the Office of Admissions website.

General Requirements
All students are required to complete general University and college requirements including writing and liberal education courses. For more information about University-wide requirements, see the liberal education requirements.

Program Requirements
Students are required to take 3 semester(s) of Spanish or approved alternate language.

All students are required to complete campus-wide requirements for liberal education and writing. UMR liberal education is integrated into the curriculum throughout the four years and follows the liberal education requirements on the UMTC campus, except that UMR requires all five themes. Writing and communication follows a writing-integrated curriculum and is incorporated throughout the curriculum across all courses.

In addition to the requirements below, students are required to create a personalized capstone. As part of the capstone, students write a proposal that requires them to list credit bearing activities, reflect upon their holistic experience, and express how their capstone endeavors align with their personal and professional goals. It may be possible, in some unique cases, for specially approved capstones to fulfill or waive program requirements.

Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 2311</td>
<td>Integrative Biology [BIOL, TS] (5.0 cr)</td>
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<tr>
<td>BIOL 2331</td>
<td>Anatomy and Physiology I [BIOL] (4.0 cr)</td>
<td></td>
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<tr>
<td>CHEM 1231</td>
<td>Organic Chemistry I [PHYS] (4.0 cr)</td>
<td></td>
</tr>
<tr>
<td>CHEM 2331</td>
<td>General Chemistry I (4.0 cr)</td>
<td></td>
</tr>
<tr>
<td>CLI 1711</td>
<td>University Experience I (1.0 cr)</td>
<td></td>
</tr>
<tr>
<td>CLI 1712</td>
<td>University Experience II (1.0 cr)</td>
<td></td>
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<tr>
<td>CLI 2522</td>
<td>Community Collaboratory (3.0 cr)</td>
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<tr>
<td>CLI 2713</td>
<td>Career Exploration in the Health Sciences (1.0 cr)</td>
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<tr>
<td>CLI 3712</td>
<td>Capstone Proposal Writing (1.0 cr)</td>
<td></td>
</tr>
<tr>
<td>ENGL 1433</td>
<td>Introduction to Literature [LITR] (3.0 cr)</td>
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</tbody>
</table>

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Information current as of September 18, 2015
MATH 1161 - Statistics and Discrete Mathematics [MATH] (3.0 cr)
PHIL 1431 - Introduction to Philosophy [AH] (3.0 cr)
PHYS 1251 - Physics I [PHYS] (4.0 cr)
PUBH 1571 - Introduction to Sociology [SOCS, DSJ] (3.0 cr)
WRIT 1511 - Writing Studio I (1.0 cr)
WRIT 1512 - Writing Studio II (1.0 cr)
WRIT 3511 - Communication Methods (3.0 cr)

Capstone Reflection
CLI 4713 - Capstone Reflections I and II (2.0 cr)

or Subgroup CR
CLI 4711 - Capstone Reflections I (1.0 cr)
CLI 4712 - Capstone Reflections II (1.0 cr)

Ethics Core
PHIL 1441 - Introduction to Ethics [CIV] (3.0 cr)

or SOC 1641 - Social Justice and Ethical Decision Making [CIV] (3.0 cr)

Required Language Core
SPAN 1521, SPAN 1522, SPAN 2521 can be replaced by proficiency exam or an approved alternative language.

Intro Class
SPAN 1520 - Review of Foundations in Spanish (1.0 cr)

or SPAN 1521 - Spanish I (3.0 cr)
SPAN 1522 - Spanish II (3.0 cr)
SPAN 2521 - Spanish III (3.0 cr)

or an approved alternative language

Quantitative Reasoning Core
Take exactly 2 course(s) from the following:
• MATH 1110 - College Algebra with Physical Concepts [MATH] (3.0 cr)
• MATH 1111 - Precalculus with Physical Concepts [MATH] (3.0 cr)
• MATH 1171 - Calculus, Modeling, and Data I [MATH] (4.0 cr)
• MATH 2161 - Bioinformatics and Biostatistics [MATH] (3.0 cr)
• MATH 2171 - Calculus, Modeling, and Data II [MATH] (4.0 cr)

Upper Division
Take 3 or more course(s) from the following:

Science Courses
Take 1 or more course(s) from the following:
• BIOL 2332 - Anatomy and Physiology II (4.0 cr)
• BIOL 3311 - Molecular Genetics [BIOL, TS] (3.0 cr)
• BIOL 3344 - Microbiology [ENV] (4.0 cr)
• BIOL 4312 - Advanced Topics in Molecular and Cellular Biology and Genetics (4.0 cr)
• BIOL 4342 - Neuroscience (3.0 cr)
• BIOL 4364 - Immunology (3.0 cr)
• CHEM 4331 - Chemical Biology/Bioorganic Chemistry (3.0 cr)

• Humanities, Public Health and Social Sciences
Take 1 or more course(s) from the following:
• ENGL 3481 - Technology and Society [TS] (3.0 cr)
• PHIL 3437 - History and Philosophy of Science [HIS] (3.0 cr)
• PHIL 3441 - Ethics of Medicine and the Sciences [AH, CIV] (3.0 cr)
• PSY 3511 - Human Development across the Lifespan (3.0 cr)
• PSY 3512 - Principles of Abnormal Psychology (3.0 cr)
• PUBH 3531 - Health Policy in a Global Context [GP, SOCS] (3.0 cr)
• PUBH 3561 - Environmental Health and Environmental Justice [ENV, SOCS] (3.0 cr)
• PUBH 4561 - Introduction to Epidemiology: Research and Data Exploration (3.0 cr)
• SOC 3531 - Health Policy in a Global Context [GP, SOCS] (3.0 cr)
• SOC 3571 - Drugs and Society [DSJ, SOCS] (3.0 cr)
• SOC 3581 - Medical Sociology and Technology [SOCS, TS] (3.0 cr)

Electives
Electives may not be used to satisfy other requirements but may be replaced by courses that count towards the capstone experience, including courses in approved health certificate programs or graduate programs. Directed research (CLI 3394) and internships (CLI 3496) can each only be used for a maximum of 3 credits towards the BSHS electives. At least 6 credits from the list below must be at the 3xxx level or higher.
Take 12 or more credit(s) from the following:

- BIOC 3321 - Biochemistry (3.0 cr)
- BIOC 4312 - Advanced Topics in Molecular and Cellular Biology and Genetics (4.0 cr)
- BIOL 2332 - Anatomy and Physiology II (4.0 cr)
- BIOL 3311 - Molecular Genetics [BIOL, TS] (3.0 cr)
- BIOL 3344 - Microbiology [ENV] (4.0 cr)
- BIOL 3345 - Advanced Topics in Molecular and Cellular Biology and Genetics (4.0 cr)
- BIOL 3422 - Neuroscience (3.0 cr)
- BIOL 3424 - Immunology (3.0 cr)
- BIOL 4721 - Special Topics in the Life Sciences (1.0 - 4.0 cr)
- CHEM 2231 - Organic Chemistry II (4.0 cr)
- CHEM 2333 - General Chemistry II (4.0 cr)
- CHEM 4331 - Chemical Biology/Bioorganic Chemistry (3.0 cr)
- CHEM 4721 - Special Topics in Chemistry (1.0 - 4.0 cr)
- CLI 1393 - Directed Study (1.0 - 3.0 cr)
- CLI 2393 - Directed Study (1.0 - 3.0 cr)
- CLI 3394 - Directed Research (1.0 - 6.0 cr)
- CLI 3496 - Internship: Professional Experience (1.0 - 6.0 cr)
- CLI 3711 - Career Preparation (1.0 cr)
- CLI 3950 - Special Topics (1.0 - 3.0 cr)
- CLI 4393 - Capstone Directed Study (1.0 - 3.0 cr)
- CLI 4496 - Capstone Internship (1.0 - 12.0 cr)
- CLI 4696 - Capstone Research Experience (1.0 - 12.0 cr)
- CLI 4896 - Capstone Certificate in Health Professions (1.0 - 15.0 cr)
- CLI 4950 - Special Topics (1.0 - 3.0 cr)
- HP 4802 - Health Economics and Finance [DSJ] (3.0 cr)
- HP 4902 - Management and Leadership in Healthcare [GP] (2.0 cr)
- HIST 1435 - Introduction to History [HIS, GP] (3.0 cr)
- HIST 3436 - History and Philosophy of Science [HIS] (3.0 cr)
- PHIL 3441 - Ethics of Medicine and the Sciences [AH, CIV] (3.0 cr)
- ENGL 3471 - Literatures of Diversity [DSJ] (3.0 cr)
- ENGL 3481 - Technology and Society [TS] (3.0 cr)
- HUM 4721 - Special Topics in Humanities (3.0 cr)
- MATH 1171 - Calculus, Modeling, and Data I [MATH] (4.0 cr)
- MATH 2161 - Bioinformatics and Biostatistics [MATH] (3.0 cr)
- MATH 2171 - Calculus, Modeling, and Data II [MATH] (4.0 cr)
- MATH 4721 - Special Topics in the Mathematical Sciences (1.0 - 4.0 cr)
- PHYS 2251 - Physics II [PHYS] (4.0 cr)
- PHYS 4721 - Special Topics in the Physical Sciences (1.0 - 4.0 cr)
- PSY 1511 - Psychology [SOCS] (3.0 cr)
- PSY 3511 - Human Development across the Lifespan (3.0 cr)
- PSY 3512 - Principles of Abnormal Psychology (3.0 cr)
- PUBH 3531 - Health Policy in a Global Context [GP, SOCS] (3.0 cr)
- PUBH 3561 - Environmental Health and Environmental Justice [ENV, SOCS] (3.0 cr)
- PUBH 4561 - Introduction to Epidemiology: Research and Data Exploration (3.0 cr)
- SOC 3531 - Health Policy in a Global Context [GP, SOCS] (3.0 cr)
- SOC 3571 - Drugs and Society [DSJ, SOCS] (3.0 cr)
- SOC 3581 - Medical Sociology and Technology [SOCS, TS] (3.0 cr)
- SOC 4721 - Special Topics in Sociology (1.0 - 4.0 cr)
- SPAN 1524 - Conversational Spanish (1.0 cr)
- SPAN 2524 - Spanish IV (3.0 cr)
- SPAN 4721 - Special Topics in Spanish (1.0 - 4.0 cr)
- WRIT 4721 - Special Topics in Writing (3.0 cr)
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<table>
<thead>
<tr>
<th>University Policies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Click on a policy name to navigate to its corresponding page.</td>
<td></td>
</tr>
<tr>
<td><strong>Course Numbering</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Credit and Grade Point Requirements for an Undergraduate (Baccalaureate)</strong> (Credit Limits, Graduation Requirements, Resident Requirements for Graduation)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Declaring and Pursuing an Undergraduate Major</strong> (Undeclared Major)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Undergraduate Degrees with Distinction and Degrees with Honors</strong> (Graduating with Distinction, Graduation with Latin Honors, Honors)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Establishing, Enforcing, and Waiving Prerequisites</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Grading and Transcripts</strong> (Auditing, Dean's List, Discretionary Course Cancellation or Withdrawal, Incompletes, Repetition of Courses, Transcripts, Withdrawal from a Course)</td>
<td>19</td>
</tr>
<tr>
<td><strong>Holds on Records and Registration</strong> (Holds)</td>
<td>26</td>
</tr>
<tr>
<td><strong>Leave of Absence and Readmission for Undergraduates</strong> (Leave of Absence, Readmission, Withdrawal from the University)</td>
<td>29</td>
</tr>
<tr>
<td><strong>Managing Student Records</strong> (Access to Educational Records)</td>
<td>32</td>
</tr>
<tr>
<td><strong>Mandatory Attendance at First Class Session and Consequences for Absence</strong> (Class attendance, Consequences for Absence and Makeup Work for Legitimate Absences, Leave of Absence)</td>
<td>35</td>
</tr>
<tr>
<td><strong>Promoting Timely Graduation by Undergraduates</strong> (Academic Progress, Four-year Graduation, Full-time Student Status, Student Responsibilities)</td>
<td>38</td>
</tr>
<tr>
<td><strong>Resolving Student Conduct Code Violations</strong></td>
<td>41</td>
</tr>
<tr>
<td><strong>Scheduling Examinations, Final Examinations, and Study Days</strong> (Final Exams)</td>
<td>46</td>
</tr>
<tr>
<td><strong>Teaching and Learning: Student Responsibilities</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Transfer of Undergraduate Credit</strong> (Credit by Examination, Establishing, Enforcing, and Waiving Prerequisites)</td>
<td>54</td>
</tr>
<tr>
<td><strong>Using Email as Official Student Communication</strong> (Email)</td>
<td>58</td>
</tr>
</tbody>
</table>
Course Numbering: Twin Cities, Crookston, Morris, Rochester

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:

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

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8666</td>
<td>Doctoral Pre-thesis Credits</td>
</tr>
<tr>
<td>8777</td>
<td>Thesis Credits: Masters</td>
</tr>
<tr>
<td>8888</td>
<td>Thesis Credits: Doctoral</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>xx91</td>
<td>Independent Study</td>
</tr>
<tr>
<td>xx92</td>
<td>Directed Reading</td>
</tr>
<tr>
<td>xx93</td>
<td>Directed Study</td>
</tr>
<tr>
<td>xx94</td>
<td>Directed Research</td>
</tr>
<tr>
<td>xx95</td>
<td>Problems</td>
</tr>
<tr>
<td>xx96</td>
<td>Field Study; Internships, Industrial Assignment</td>
</tr>
<tr>
<td>xx97</td>
<td>Reserved for future use</td>
</tr>
<tr>
<td>xx98</td>
<td>Reserved for future use</td>
</tr>
</tbody>
</table>

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 campus.

**REASON FOR POLICY**

RETURN TO TOP
Course numbering helps students select courses and sequence courses. Consistent use of the course numbering system also helps those who view a student’s transcript to identify the level of courses that appear on the transcript.

**PROCEDURES**

There are no procedures related to this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

There are no appendices related to this policy.

**FREQUENTLY ASKED QUESTIONS**

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

**ADDITIONAL CONTACTS**

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<td>Twin Cities Campus</td>
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<td>507-258-8008</td>
<td><a href="mailto:ljwalker@r.umn.edu">ljwalker@r.umn.edu</a></td>
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**DEFINITIONS**

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

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

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

There are no responsibilities related to this policy.

RELATED INFORMATION

There is no related information for this policy.

HISTORY

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Crookston, 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. The University sets degree requirements and standards, but departments, colleges, and campuses have the delegated authority to determine the requirements and standards related to programs and majors, so long as they are consistent with this policy.

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

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

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

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

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

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

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

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

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

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

**Exclusions**
This policy is not applicable to the Duluth campus.

**REASON FOR POLICY**

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

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

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

**PROCEDURES**

There are no procedures associated with this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

There are no appendices related to this policy.

**FREQUENTLY ASKED QUESTIONS**

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

**ADDITIONAL CONTACTS**

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<td>612-626-9159</td>
<td><a href="mailto:bardouch@umn.edu">bardouch@umn.edu</a></td>
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</table>
DEFINITIONS

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

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

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

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

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

RESPONSIBILITIES

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

Senior Vice President for Academic Affairs and Provost
Consider collegiate or campus requests on higher standards and communicate the decision.

RELATED INFORMATION

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

HISTORY

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

Amended:
March 2013 - Minor Revision, Comprehensive Review. 1. Clarifies that a student may not earn two degrees in the same major. 2. Specifies that the minimum GPA requirement of 2.0 must be earned from the courses taken at the University of Minnesota. Transfer credits from other universities will not be used in this calculation.
Amended:
June 2012 - Major Revision, Comprehensive Review: 1. Specifies that Ds will not be allowed in courses required for the minor, which has been the current practice on the Twin Cities campus. 2. Clarifies that this rule applies to Rochester as well.

Amended:
August 2011 - Major Revision, Comprehensive Review: Eliminates the skills requirements for the Twin Cities, Crookston, and Rochester, to allow students choices as to how to use their electives. There are sufficient other controls in place to ensure that an undergraduate degree does not have an excess of electives.

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

All degree-seeking 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, or earlier if programmatically warranted, 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 the process by which students declare a major or gain admission to a degree program.
2. Departments set the academic standards for declaring and being allowed to enter 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 Vice President for Health Sciences, as appropriate.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Undergraduate degree-seeking students are admitted to the University to pursue an undergraduate degree. The University expects students to complete their degrees in a timely manner, and declaring a major is a fundamental part of this progression. This policy exists to promote timely intervention by advisers that will guide students toward majors that suit their talents and interests. To make the best use of students’ resources, as well as University resources, students are not allowed to continue registering for courses indefinitely without having a formal plan for completing a degree. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.
APPENDICES

- Changing college or major page on One Stop

FREQUENTLY ASKED QUESTIONS

- Declaring an Undergraduate Major: Twin Cities, Crookston, Morris, Rochester FAQ

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DEFINITIONS

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

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

RESPONSIBILITIES

There are no responsibilities related to this policy.

RELATED INFORMATION

- Administrative Policy: Holds on Records and Registration: Twin Cities, Crookston, Morris, Rochester
- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

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

Amended:
June 2012 - Major Revision, Comprehensive Review, Policy now specifically states that an advisor hold may be placed on a student
record, even prior to the completion of 60 credits if the student is not satisfactorily progressing toward a degree.

Amended:
January 2011 - Title modified to "Declaring an Undergraduate Major" from "Declaring a Major".

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

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

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

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

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

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

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

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

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

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. How are Latin honors determined (Twin Cities)?

   The level of graduation with Latin Honors (cum laude, magna cum laude, summa cum laude) is based on the grade point average in a student's final 60 graded credits at the University of Minnesota-Twin Cities (transfer credits are not included). The GPA in these last 60 graded credits, combined with meeting the University Honors Program requirements, qualifies the student to be considered for the following Latin Honors Graduation Levels:

   - cum laude: 3.50 GPA or higher
   - magna cum laude: 3.66 GPA or higher
   - summa cum laude: 3.75 GPA or higher

   All students pursuing Latin Honors must complete an Honors Thesis consistent with the level of Latin Honors they are
attempting. All students graduating with Latin Honors at the University of Minnesota, Twin Cities must meet the residency requirement of 60 graded credits on the UMTC campus.

2. **Can a student graduate with more than one type of honors designation?**

   At the University of Minnesota, Twin Cities, a student may earn graduation with distinction or high distinction at the same time as graduation with Latin Honors.

   At the University of Minnesota, Morris and the University of Minnesota, Rochester, a student may be able to graduate with more than one type of honors designation. Students are encouraged to speak with their advisors regarding their eligibility for an honors designation.

3. **How are grades from multiple University of Minnesota campuses considered when calculating the overall grade point average?**

   A student’s cumulative grade point average is calculated with all of his/her University of Minnesota coursework. Therefore, if a student has coursework at more than one campus of the University (e.g. Crookston, Duluth, Morris, Twin Cities, Rochester), all grades from coursework at all campuses are included in calculating the grade point average.

### ADDITIONAL CONTACTS

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### DEFINITIONS

**Graduating with Distinction**

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

**Graduating with Honors**

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

**The Honors Program (Morris)**

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

**University Honors Program (Twin Cities)**

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

**Graduating with Latin Honors (Twin Cities)**

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

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

RESPONSIBILITIES

There are no responsibilities related to this policy.

RELATED INFORMATION

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

HISTORY

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

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
Establishing, Enforcing, and Waiving Prerequisites: Twin Cities, Crookston, Morris, Rochester

Policy Contact: Tina Falkner

Printed on: 07/20/2015. Please go to http://policy.umn.edu for the most current version of the Policy or related document.

POLICY STATEMENT

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

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

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

4. When a student successfully completes a prerequisite course after successfully completing a subsequent course that required the prerequisite, credit for the prerequisite course will be granted. Colleges and departments, at their discretion, may also allow students to receive credit by examination for the prerequisite course.

Exclusions

This policy is not applicable to the Duluth campuses.

REASON FOR POLICY

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

PROCEDURES

There are no procedures related to this policy.

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

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

There is no FAQ related to this policy.

ADDITIONAL CONTACTS

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<td>507-258-8008</td>
<td><a href="mailto:ljwalker@r.umn.edu">ljwalker@r.umn.edu</a></td>
</tr>
</tbody>
</table>

DEFINITIONS

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

RESPONSIBILITIES

There are no specified responsibilities related to this policy.

RELATED INFORMATION

- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

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

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

A. Establishment and Use of University Grading Systems

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

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

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

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

5. When both grading systems are available to a student, 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 F (12), no college may use any grading systems other than the ones established by this policy.

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

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

B. Permanent Grades for Academic Work for Credit

1. The list below identifies the possible permanent grades that can be given for any course for which credit is to be awarded. These grades will be entered on a student's official transcript and, for an A, B, C, or D with permitted pluses and minuses, carry the indicated grade points. (Except for the Law School, the University does not award A+ grades, nor are D- grades permitted). The S grade will not carry grade points but the credits will count toward the student's degree program if allowed by the college, campus, or program.
2. These definitions apply to grades awarded to students who are not enrolled in graduate, post-baccalaureate, and professional programs, but the grade points are the same no matter the level or course of enrollment.

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

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

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

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

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

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

   b. If the instructor determines that a grade of F or N for the course should be awarded to a student because of scholastic dishonesty, the student cannot withdraw to avoid the F or N. If the student withdrew from the course before the scholastic dishonesty was discovered or before the instructor concluded that there was scholastic dishonesty, and the instructor (or the appropriate hearing body if the student requests a hearing) determines that the student should receive the F or the N, the student will be re-registered for the course and the F and N grade will be entered on the transcripts.

D. Incompletes

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

2. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements (except as provided in section D (8).

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

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

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

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

2. Withdrawing from a course.
   a. There will be a symbol W, withdrawal, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (Crookston) or the third through tenth week of class (Morris, Rochester, Twin Cities) or during the second or third weeks of summer sessions.
   b. If a student officially withdraws from a course during the first two weeks of classes, there will be no record of that course registration entered on the student's transcript.
   c. One-time late withdrawal: Each student may, once during 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.

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

4. Course in progress. There will be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

5. No grade reported. There will be a symbol NR, administratively assigned to indicate that a grade was not reported for the course. The NR does not carry any GPA points.

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

4. When a student graduates, no further changes to 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 course may not be bracketed with a course taken at another institution. The Graduate School does not bracket courses.
   f. When a student enrolled in the Graduate School repeats a course, provisions 6(a) and (b) apply, but all grades for the course will be counted in the student’s grade point average.

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

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

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

10. **Compiling and reporting grading data.**
    a. Data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and on overall collegiate grade point averages will be prepared for grades awarded each Fall Semester. Data should be reported for all undergraduate students. Cells in the tables with fewer than 10 grades should be suppressed, in order to protect the privacy of students, but the numbers should be included in the totals.
    b. The Office of Institutional Research will produce the required tables and provide them to the chair of the Senate Committee on Educational Policy and to the Office of the 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 campus.

**REASON FOR POLICY**

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

**PROCEDURES**

There are no procedures associated with this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

- [Scholastic Committee Guidelines: Petition guidelines for undergraduate students enrolling in a course a third time](Scholastic%20Committee%20Guidelines%3A%20Petition%20guidelines%20for%20undergraduate%20students%20enrolling%20in%20a%20course%20a%20third%20time)
- [Student Guidelines: Petition guidelines for undergraduate students enrolling in a course a third time](Student%20Guidelines%3A%20Petition%20guidelines%20for%20undergraduate%20students%20enrolling%20in%20a%20course%20a%20third%20time)

**FREQUENTLY ASKED QUESTIONS**

- [Grading and Transcripts FAQ](Grading%20and%20Transcripts%20FAQ)

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DEFINITIONS

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

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

RESPONSIBILITIES

Office of the Registrar
Maintain the transcript

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

RELATED INFORMATION

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

HISTORY

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

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

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

Amended:
December 2009 - Policy now applies to Crookston.

Amended:
September 2009 - Added question 2 to FAQ.
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 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 campus.

REASON FOR POLICY

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

PROCEDURES

There are no procedures related to this policy.

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

**APPENDICES**

There are no appendices related to this policy.

**FREQUENTLY ASKED QUESTIONS**

There are no frequently asked questions related to this policy.

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<td>320-589-6026</td>
<td><a href="mailto:strandcd@morris.umn.edu">strandcd@morris.umn.edu</a></td>
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<tr>
<td>Rochester Campus</td>
<td>Laura Walker</td>
<td>507-258-8008</td>
<td><a href="mailto:ljwalker@r.umn.edu">ljwalker@r.umn.edu</a></td>
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**DEFINITIONS**

There are no definitions related to this policy.

**RESPONSIBILITIES**

There are no specific responsibilities related to this policy.

**RELATED INFORMATION**

- Board of Regents Policy: [Student Conduct Code](#)
- Administrative Policy: [Declaring an Undergraduate Major: Twin Cities, Crookston, Morris, Rochester](#)

**HISTORY**

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

**Effective:**
April 2009
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.

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

- Application for Readmission
- OTR007 - Leave of Absence, Twin Cities Undergraduate

APPENDICES

- Student Services Contact Information

FREQUENTLY ASKED QUESTIONS

1. Who should a student contact about taking a leave of absence?
   A student should contact his/her academic advisor and follow the process for the college in which the student is enrolled. Links to the student services offices for the college on the Twin Cities campus are at http://policy.umn.edu/Policies/Education/Education/READMISSIONLOA_APPA.html. Contacts for Crookston, Morris, and Rochester are listed above under "additional contacts."

2. If a student is on a leave of absence and has questions about returning or extending the leave, who should the student contact?
   The student should contact the college student services office for the college in which the student was enrolled at the time of taking the leave. Links to the student services offices for the college on the Twin Cities campus are at http://policy.umn.edu/Policies/Education/Education/READMISSIONLOA_APPA.html. Contacts for Crookston, Morris, and Rochester are listed above under "additional contacts."

3. If a student is inactive (i.e., not on an approved leave of absence) and would like to inquire about resuming studies at the University of Minnesota, who should the student contact?
   The student should contact the college student services office for the college in which the student was enrolled at the time of last enrollment. Links to the student services offices for the college on the Twin Cities campus are at http://policy.umn.edu/Policies/Education/Education/READMISSIONLOA_APPA.html. Contacts for Crookston, Morris, and Rochester are listed above under "additional contacts." The student should provide current contact information, and the student's U of M ID number, and indicate that the student is inquiring about readmission.

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<tr>
<td>Student Services Contact Information</td>
<td>List of Contacts</td>
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</tr>
<tr>
<td>Policy Questions</td>
<td>Suzanne Bardouche</td>
<td>612-626-9159</td>
<td><a href="mailto:bardouch@umn.edu">bardouch@umn.edu</a></td>
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<td>Ken Myers</td>
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<td>Laura Walker</td>
<td>507-258-8008</td>
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</tr>
</tbody>
</table>
DEFINITIONS

Inactive status
Undergraduates who have not been granted a formal “leave of absence” or who do not register for one semester (excluding summer session) will be placed on “inactive” status. A student who is no longer active in his or her program is in inactive status.

Leave of absence
Refers to a process by which students request official permission to leave the University for a set duration of time.

Matriculate
Students who have been admitted to the University, choose to attend the University and enroll in courses; students who may begin taking courses towards a degree.

Readmission
The process of reapplication to the University for admission. Readmission is required following a break in enrollment without an approved leave of absence, as well as after failure to return by the term immediately following an approved leave of absence (excluding summer).

RESPONSIBILITIES

College
Inform students of space limitations on re-admission/returning from leave.

Student
- Complete a leave of absence form when planning a leave of absence
- Talk with college student services staff before planning the leave of absence

RELATED INFORMATION

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

HISTORY

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

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

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

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

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

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

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

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

REASON FOR POLICY

This policy implements Board of Regents Policy: Student Education Records, and establishes procedures to ensure compliance with state and federal law governing student education records.
Assuring Student Rights Regarding Education Records
Accessing and Using Student Education Records
Releasing Student Information
Responding to Authorizations to Disclose Student Records
Students Managing Their Education Records

FORMS/INSTRUCTIONS

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

APPENDICES

- Persons And Institutions That May Receive Information Without Student Permission

FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

ADDITIONAL CONTACTS

<table>
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<tr>
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<tbody>
<tr>
<td>Primary Contact(s)</td>
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<td>612-625-1064</td>
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<tr>
<td>MGDPA</td>
<td>Susan McKinney</td>
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<td>612-626-4434</td>
</tr>
<tr>
<td></td>
<td>Tracy Smith</td>
<td>612-624-4100</td>
<td>612-626-9624</td>
</tr>
<tr>
<td>FERPA</td>
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<td>612-626-1754</td>
</tr>
<tr>
<td></td>
<td>Tracy Smith</td>
<td>612-624-4100</td>
<td>612-626-9624</td>
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DEFINITIONS

Directory Information
Student's name, address, etc.

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

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

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

RESPONSIBILITIES

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

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

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

Hearing Officers
Comply with the hearing procedures.

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

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

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

RELATED INFORMATION

Statutes:

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

HISTORY

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

Effective:
June 2005
Mandatory Attendance at First Class Session and Consequences for Absence: Twin Cities, Crookston, 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 Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester).

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 campus.

REASON FOR POLICY

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

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

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

2. How does this policy apply to on-line courses?
   
   The policy extends to on-line courses as well as traditional in-person courses. Students must attend the first class meeting or obtain permission from the faculty member to be absent. If a student does not attend (e.g., log into the course in Moodle) the course instructor may request that the student be removed from the class.

3. Is it mandatory that a student be removed from a class if he/she misses the first class session?
   
   Faculty members are not required to request that the student be removed from the class, but it is their prerogative to make such a request.

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<td>Suzanne Bardouche Belinda Cheung</td>
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<tr>
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<tr>
<td>Rochester Campus</td>
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<td>507-258-8006</td>
<td><a href="mailto:lcarrell@r.umn.edu">lcarrell@r.umn.edu</a></td>
</tr>
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</table>

DEFINITIONS

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

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

RELATED INFORMATION


HISTORY

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
ADMINISTRATIVE POLICY

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

Responsible University Officer: Senior Vice President for Academic Affairs and Provost
Policy Owner: Vice Provost and Dean of Undergraduate Education
Policy Contact: Robert McMaster

Printed on: 07/21/2015. Please go to http://policy.umn.edu for the most current version of the Policy or related document.

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 campus.

REASON FOR POLICY

Timely graduation is an underlying foundational principle for undergraduate education at the University. This policy outlines related guidelines to reinforce timely graduation. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.
APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

There is no FAQ for this policy.

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<td>Robert McMaster</td>
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<td><a href="mailto:lcarrell@r.umn.edu">lcarrell@r.umn.edu</a></td>
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DEFINITIONS

There are no definitions for this policy.

RESPONSIBILITIES

There are no specified responsibilities for this policy.

RELATED INFORMATION

- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

Amended: December 2009 - Policy now applies to Crookston.

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

Effective: April 2009

Supersedes: Policy of Academic Progress of Undergraduates
Resolving Student Conduct Code Violations - Crookston

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

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

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

AUTHORITY

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

JURISDICTION

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

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

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

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

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

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

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

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

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

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

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

**PROCEDURES**

Requests for disciplinary action (complaints) may be brought before the Student Conduct Committee as a result of: (1) referral by the Conduct Code Coordinator, (2) an appeal by the accused student of the Conduct Code Coordinator’s decision, or (3) an appeal by the accused student of the Residential Hall Judicial Board’s decision.

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

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

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

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

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

4. At the hearing, both the person making the complaint and the accused student will be given an opportunity to explain their position. Evidence and interested parties on both sides may be introduced. The hearing may include confrontation and cross-examination, if necessary and appropriate.

5. Students have the right to hear all evidence against them, and to question adverse testimony.

6. The Student Conduct Committee, in a closed session, will reach its decision and will inform in writing the interested parties of any action taken.

7. If any of the parties is dissatisfied with the decision, they will have the right to appeal to the Chancellor for a review of the action taken.

8. The Conduct Code Coordinator will implement the action of the Committee in the name of the Committee.

**APPEAL STRUCTURE**

Action of the Conduct Code Coordinator or other University staff members can be appealed to the Student Conduct Committee. The final source of appeal on the Crookston Campus for action by the Student Conduct Committee is to the Chancellor of the Campus.

**APPEAL OF RESIDENT HALL JUDICIAL BOARDS AND STUDENT CONDUCT COMMITTEE DECISIONS**

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

**GROUNDS FOR APPEAL**

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

1. The decision was made without benefit of relevant evidence not reasonably available at the time of the initial hearing. (If this ground is favorably reviewed, the case will be returned to the original body for presentation of the new evidence.)

2. The hearing was procedurally unfair, in that:
   a. The original hearing deviated in a substantial way from the body’s established hearing procedures.
   b. During the first full hearing of the original complaint, a student’s right established under University policy was violated.

3. The sanction was clearly inconsistent with the severity of the alleged violation of rules or policy.

4. The decision was made contrary to the weight of the evidence.

5. The interests of the residents, group, college, or the University were not adequately or sufficiently weighed and considered.

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

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

**PROCEDURES FOR FILING AN APPEAL**

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

In all cases in which the disciplinary action includes suspension or expulsion, there will be an automatic review by the Chancellor of the Campus.

**NATURE OF APPELLATE REVIEW**

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

If the appellate body finds the grounds as established sufficient and convincing to warrant a formal review, they will commence such a review within one month and conclude within a reasonable amount of time thereafter.

In addition, the appellate body may review the record of proceedings of the previous adjudicate agency prior to the actual appellate hearing. All student disciplinary hearings are closed hearings.

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

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

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

**UMC CAMPUS PROCEDURES FOR SCHOLASTIC DISHONESTY**

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

Cases of dishonesty may be handled as a scholastic matter or as a student conduct code matter at the discretion of the instructor. Instructors choosing to treat the case as a scholarship matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If the instructor has treated the case as a scholastic matter involving the grade in a course and the student has a grievance related to this action, that grievance would be processed as outlined in on UMC’s campus policy website at [http://www3.crk.umn.edu/info/policies/grievance.htm](http://www3.crk.umn.edu/info/policies/grievance.htm). Instructors choosing to treat the case as a disciplinary matter will refer the case to UMC’s Student Conduct Code Coordinator for resolution under the University’s Student Conduct Code.
Retention of University Records

Related Policy: Managing University Records and Information

Retention of Information:
Information must be kept according to time frames established in the University-wide Records Retention Schedule or unit specific retention schedules. Information may be kept longer than is necessary, but must not be destroyed before the retention period has been met.

Any records or information that are part of pending or current litigation may not be destroyed, regardless of the record retention schedule. Contact the Office of General Counsel if you have questions about the status of a case.

Retention of information is based on the content of the information, not the medium. For example, electronic mail is a way of transmitting information, not a record itself. Individual emails should be retained and/or deleted based on the content of each message.

Managing Information:
Records may be transferred from one storage medium to another, e.g. paper copy to a scanned image, as long as the integrity of the information remains intact.

If the record is transferred to another storage medium, the original may be destroyed once the information is verified. This should be done not only to save time and space, but to ensure the appropriate copy is used when accessing the information.

Information should be protected according to Administrative Policy: Securing Private Data, Computers, and Other Electronic Devices.

Contact University Archives for those materials scheduled for transfer or offer to University Archives.

Destruction of Information:
Destroy University information according to Administrative Procedure: Destruction of University Records.

If the information you want to destroy is not listed in the University-Wide Records Retention Schedule or individual unit retention schedules, contact the Records Information Management Office.

RECORDS STORAGE
If storing University records at Rosemount, follow Guidelines for Storage of University Records at Rosemount. Contact the Records Information Management Office at 612-625-3497 or mckin018@umn.edu.

Follow Guidelines for Record Storage for storing University records in other places.
**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.

D. 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.

Exclusions

This policy is not applicable to the Duluth campus.

Special Situations

The Senate Committee on Educational Policy has the authority to grant waivers to the provisions of this policy, and will report such waivers to the Faculty Senate at its next meeting.
This policy defines exams, outlines common scheduling practices and guidelines, to allow students and faculty to plan for study day and exam week, with a minimum of scheduling conflicts.

**PROCEDURES**

There are no procedures related to this policy.

**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

**APPENDICES**

There are no appendices related to this policy.

**FREQUENTLY ASKED QUESTIONS**

There are no frequently asked questions related to this policy.

**ADDITIONAL CONTACTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Phone</th>
<th>Fax/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact(s)</td>
<td>Susan Van Voorhis</td>
<td>612-624-1111</td>
<td><a href="mailto:vanvo002@umn.edu">vanvo002@umn.edu</a></td>
</tr>
<tr>
<td>Twin Cities Campus</td>
<td>Tina Falkner</td>
<td>612-625-1064</td>
<td><a href="mailto:rovic001@umn.edu">rovic001@umn.edu</a></td>
</tr>
<tr>
<td>Crookston Campus</td>
<td>Ken Myers</td>
<td>218-281-8200</td>
<td><a href="mailto:kmyers@crk.umn.edu">kmyers@crk.umn.edu</a></td>
</tr>
<tr>
<td>Morris Campus</td>
<td>Judy Korn</td>
<td>320-589-6011</td>
<td><a href="mailto:kornjr@morris.umn.edu">kornjr@morris.umn.edu</a></td>
</tr>
<tr>
<td>Rochester Campus</td>
<td>Laura Walker</td>
<td>507-258-8008</td>
<td><a href="mailto:ljwalker@r.umn.edu">ljwalker@r.umn.edu</a></td>
</tr>
</tbody>
</table>

**DEFINITIONS**

There are no definitions related to this policy.

**RESPONSIBILITIES**

There are no specific responsibilities related to this policy.

**RELATED INFORMATION**

There is no related information for this policy.
Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

1. **Satisfying prerequisites.** Students should not register for courses in which they lack the prerequisites unless they have permission from the instructor.

2. **Responsibility for class work.** Students are responsible for knowing all information contained in the syllabus. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.

3. **Attending class.**
   a. Students are expected to attend all meetings of their courses. They may not be penalized for absence from class, however, to participate in religious observances, for approved University activities, and for other reasons in accordance with the policy on Makeup Work for Legitimate Absences. Students should notify instructors as soon as possible about such absences. (See Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester).
   b. Students must attend the first class meeting of every course in which they are registered unless(1) they obtain approval from the instructor before the first meeting or (2) they provide notice to the instructor they must miss class because of a recognized religious holiday (see the policy on Mandatory Attendance at First Class Session and Consequences for Absence). Otherwise, they may lose their places in class to other students. (See Administrative Policy: Mandatory Attendance at First Class Session and Consequences for Absence: Twin Cities, Crookston, Morris, Rochester).
   c. Students are responsible for being on time and prepared for all class sessions.

4. **Maintaining academic integrity.** Students are expected to maintain academic integrity, including doing their own assigned work for courses. If it is determined that a student has engaged in scholastic dishonesty, the instructor may impose an academic consequence (e.g., giving the student a grade of "F" or an "N" for the course), and the student may face additional sanctions from the University. (See Board of Regents Policy: Student Conduct Code, Section VI, Subd 1, Scholastic Dishonesty, and Administrative Policy: Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester).

5. **Seeking help and accommodation.**
   a. Students are responsible for seeking academic help in a timely fashion.
   b. Students who need special accommodations are responsible for working first with the relevant University offices and then with the instructor at the beginning of the course.

6. **Respecting intellectual property.** Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.

7. **Keeping classroom in good order.** Students may be responsible for helping straighten up a classroom at the end of a
class period, if requested to do so by the instructor. Keeping a classroom in good order includes taking away or disposing of everything one came in with, such as pop cans/bottles, food containers/wrappers, newspapers, etc. Students must also not deface or damage classrooms or classroom furniture or equipment.

8. **Use of personal electronic devices in the classroom.** Instructors determine if personal electronic devices (such as cell phones and laptops) are allowed in the classroom. Students may be directed to turn off personal electronic devices if the devices are not being used for class purposes. Students are not permitted to record any part of a class/lab/other session unless explicitly granted permission by the instructor. If the student does not comply, the student may be asked to leave the classroom.

9. Guests may not be brought to class without permission from the instructor.

**Exclusions**

This policy is not applicable to the Duluth campus.

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**REASON FOR POLICY**

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

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**PROCEDURES**

There are no procedures associated with this policy.

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**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

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**APPENDICES**

There are no appendices associated with this policy.

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**FREQUENTLY ASKED QUESTIONS**

1. **Is it permissible for a student to bring his or her child to class?**

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

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**ADDITIONAL CONTACTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Phone</th>
<th>Fax/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Contact(s)</strong></td>
<td><strong>Danita Brown Young</strong></td>
<td>612-626-1242</td>
<td><a href="mailto:dbyoung@umn.edu">dbyoung@umn.edu</a></td>
</tr>
<tr>
<td></td>
<td><strong>Suzanne Bardouche</strong></td>
<td>612-626-9159</td>
<td><a href="mailto:bardouch@umn.edu">bardouch@umn.edu</a></td>
</tr>
<tr>
<td></td>
<td><strong>Belinda Cheung</strong></td>
<td>612-625-6977</td>
<td><a href="mailto:cheun002@umn.edu">cheun002@umn.edu</a></td>
</tr>
<tr>
<td>Crookston Campus</td>
<td>Ken Myers</td>
<td>218-281-8200</td>
<td><a href="mailto:kmyers@crk.umn.edu">kmyers@crk.umn.edu</a></td>
</tr>
<tr>
<td>Procedures</td>
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</tbody>
</table>
DEFINITIONS

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

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

RESPONSIBILITIES

Responsibilities are specified in the Policy Statement.

RELATED INFORMATION

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

HISTORY

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

Amended:
May 2013 - Major Revision, Comprehensive Review.
  1. Incorporates language from two related policies (Appropriate Use of Class Notes and Course Materials, and Use of Personal Electronic Devices in the Classroom). These policies are proposed for elimination.
  2. Expands the language around academic integrity. The reference now is on scholastic dishonesty, which would include cheating, plagiarism, etc.

Amended:
December 2009 - Policy now applies to Crookston.

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

Supercedes:
Classroom Expectations Guidelines
Transfer of Undergraduate Credit: Twin Cities, Crookston, Morris, Rochester

Responsible University Officer: Senior Vice President for Academic Affairs and Provost
Policy Owner: Vice Provost and Dean of Undergraduate Education
Policy Contact: Suzanne Bardouche

Printed on: 07/21/2015. Please go to http://policy.umn.edu for the most current version of the Policy or related document.

POLICY STATEMENT

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

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

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

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

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

5. Transfer credits become applicable to a University of Minnesota degree program or certificate program only after the student has been admitted as a degree-seeking student or admitted to the certificate program.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

This policy specifies where authority resides for decisions regarding transferability of credit and outlines the guidelines surrounding the transfer of credits from other institutions, to ensure that courses transferred demonstrate equivalence with University of Minnesota courses and are of equivalent rigor to courses offered on the University campus to which the course is being transferred. Clear information is critical for students planning to transfer credits to the University. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.
There are no procedures related to this policy.

There are no forms associated with this policy.

There are no appendices related to this policy.

1. Are the grades in transfer credits from another institution included in a student's cumulative University of Minnesota grade point average (GPA)?
   No. Only those credits earned from the University of Minnesota will be used in calculating the cumulative GPA. However, the transfer credits from the other institution may be used to fulfill degree requirements, where allowed by the department, college, or campus.

2. I am a transfer student who received credit at another institution for my scores on Advanced Placement (AP) exams. Does that credit automatically transfer to the University of Minnesota?
   No. Each University of Minnesota campus determines its standards for granting credit based upon AP exam scores. Your AP scores will be evaluated according to the University campus standards, and credit will be awarded based upon those standards.

3. Are courses transferring among University of Minnesota campuses treated differently than transfer courses from outside the University of Minnesota?
   The difference is that all University courses are recorded on a student's transcript and the grades on these courses automatically factor into the student’s University cumulative GPA.

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

<table>
<thead>
<tr>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>Primary Contact(s)</td>
<td>Suzanne Bardouche</td>
<td>612-626-9159</td>
<td><a href="mailto:bardouch@umn.edu">bardouch@umn.edu</a></td>
</tr>
<tr>
<td>Twin Cities Campus Procedures</td>
<td>Heidi Meyer</td>
<td>612-625-7325</td>
<td><a href="mailto:meyer119@umn.edu">meyer119@umn.edu</a></td>
</tr>
<tr>
<td>Crookston Campus Procedures</td>
<td>Ken Myers</td>
<td>218-281-8200</td>
<td><a href="mailto:kmyers@crk.umn.edu">kmyers@crk.umn.edu</a></td>
</tr>
<tr>
<td>Morris Campus Procedures</td>
<td>Clare Dingley</td>
<td>320-589-6026</td>
<td><a href="mailto:strandcd@morris.umn.edu">strandcd@morris.umn.edu</a></td>
</tr>
<tr>
<td>Rochester Campus Procedures</td>
<td>Laura Walker</td>
<td>507-258-8008</td>
<td><a href="mailto:ljwalker@r.umn.edu">ljwalker@r.umn.edu</a></td>
</tr>
</tbody>
</table>
DEFINITIONS

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

RESPONSIBILITIES

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

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

The Transfer Authority for each campus is listed below:

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

RELATED INFORMATION

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

HISTORY

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

Amended:
December 2009 - Policy now applies to Crookston.

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

Effective:
April 2009
Supercedes:
Transfer of Credits
POLICY STATEMENT

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

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

REASON FOR POLICY

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

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

1. Are other forms of communication (i.e., social media or websites) considered official communications?
While the content found in these forms of communication should match information included in emails sent to students, the content of the email is considered the official information.

**ADDITIONAL CONTACTS**

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

**DEFINITIONS**

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

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

**Matriculation**
The time a student has submitted his or her deposit for attendance.

**RESPONSIBILITIES**

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

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

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

**RELATED INFORMATION**

- Administrative Policy: *Acceptable Use of Information Technology Resources*
- *Internet Account Initiation*

**HISTORY**

Amended:
December 2013 - Comprehensive review, minor revision. Improves the clarity of the policy by minor adjustments to the language and a new FAQ.
Amended:
April 2008 - This policy now applies University Wide, rather than to the Twin Cities Campus Only.

Effective:
September 2001
Course Numbers and Abbreviations

Check the University Catalogs website at www.catalogs.umn.edu for the most current course information. The courses in this catalog are not offered every semester. To find out whether a course is offered during a particular semester, consult the online Class Schedule at onestop.umn.edu/registrar/registration/courses.html.

Course Designators

In conjunction with course numbers, departments and programs are identified by a 2-, 3-, or 4-letter designator prefix (e.g., CE for Civil Engineering, POL for Political Science, ECON for Economics). When no designator precedes the number of a course listed as a prerequisite, that prerequisite course is in the same department as the course being described.

Course Numbers

0xxx ..... Courses that do not carry credit toward any University degree.
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 fourth year of study; graduate students may enroll in such courses for degree credit. 4xxx courses can be counted for a Graduate School degree if the course is taught by a member of the graduate faculty or an individual appointed to Limited Teaching Status (LTS).
5xxx ..... Courses primarily for graduate students; undergraduate students in their third or fourth year may enroll in such courses.

Abbreviations

The following abbreviations are used throughout the course prerequisites of most University catalogs to denote common and recurring items of information.

- **Prereq**...... Course prerequisites.
- **cr**.......... Credit.
- **div**......... Division.
- **DUS**........ Director of undergraduate studies.
- **equiv**...... Equivalent.
- **fr, soph, jr, sr**. Freshman, sophomore, junior, senior.
- **H**............. Honors. Courses with an H following the course number satisfy honors requirements.
- **V**............. Honors and Writing Intensive. Courses with a V following the course number satisfy both honors and liberal education writing intensive requirements.
- **W**............ Writing Intensive. Courses with a W following the course number satisfy the writing intensive requirement for liberal education.
- **A-F only**..... A-F grade basis only; course may not be audited or take pass/fail
- **A-F or Aud**... A-F grade basis, or course may be audited for no grade
- **S-N only**..... S-N grade basis only (pass/fail), course may not be audited or taken A-F
- **S-N or Aud**... S-N grade basis (pass/fail), or course may be audited for no grade
- **No Grade**.... No grade will be given for the course; typically used for laboratory components of courses
- **OPT No Aud**... Student selects the grading option; course may not be audited
- **Stdnt Opt**... Student selects the grading option; course may be audited

Course Listing Sample

**Xology (Xolo)**

**College of Liberal Education**

Xolo 5101. Methods in Xology. (3-4 cr [max 8 cr]; A-F only. 3101. Prereq—3578)

Historical, numerical, sociological, and Freudian methods of research in xology with applications to contemporary problems.
Biochemistry (BIOC)


Biology (BIOL)

BIOL 2331. Anatomy and Physiology I. (BIOL; 4 cr.; A-F or Audit; Every Fall) Shape, structure, and function of human body and its parts. Basic anatomy, structure, and function of body systems and special senses. Concepts/ principles of body organization, histology, and hematology. Case studies, lab. prereq: Grade of at least C- in [MATH 1161 or equiv], [CHEM 1231 or equiv] or placement test

BIOL 2332. Anatomy and Physiology II. (4 cr.; A-F or Audit; Every Spring) Advanced introduction to genetic information, molecular aspects of inheritance and disease; gene expression and regulation in cells/ organisms; population genetics; mutation and molecular evolution; genome analysis; and pedigree construction. Emphasizes human genetics. Incorporates ethical, social and legal perspectives relevant to advances in genetic technology and increasing availability of human genetic information. prereq: BIOC 2311, CHEM 1231, CHEM 2331

BIOL 3344. Microbiology. (ENV; 4 cr.; A-F or Audit; Every Fall & Spring) Microbiology examines the anatomy, biochemistry, genetics, immunology, and pathogenesis of microorganisms with an emphasis on bacteria and viruses. Students examine the dynamic impact of microbes on humans and the role of microbes in the environment. prereq: [Grade of at least C- in [2311 or equiv], [CHEM 1231 or equiv], [MATH 1110 or equiv]]


BIOL 4342. Neuroscience. (3 cr.; A-F or Audit; Every Fall) Investigation into principles of brain function from neurons to behaviors within the context of current technological advances in studies of the brain and nervous system. prereq: 2331; [2332 or 3311 or BIOC 3321]; or instr consent

Biomed Inform & Comput Biology (BICB)

BICB 5620. Topics in Biomedical Informatics and Computational Biology. (TOPICS; 0.5-4 cr. [max 24 cr.;] Student Option; Every Fall, Spring & Summer) Course taught in modular form. Overview of topics in, for instance, molecular biology and genetics; mathematics, statistics and biostatistics; programming in FORTRAN and C/C++; programming in Perl; data management; data mining. prereq: BICB grad student or instr consent

BICB 8888. Thesis Credit: Doctoral. (1-24 cr. [max 100 cr.;] No Grade Associated; Every Fall, Spring & Summer) TBD

BICB 8890. BICB Colloquium. (1 cr.; [max 2 cr.;] S-N only; Every Fall & Spring) Weekly colloquium. Features research talks. prereq: BICB grad student

BICB 8932. Proposal Writing Seminar. (1 cr.; S-N only; Every Spring) Process of developing/writing research proposal that serves as basis for preliminary written exam in BICB graduate program. prereq: BICB PhD student or instr consent

BICB 8940. Education and Pedagogy Seminar. (1 cr.; [max 4 cr.;] S-N only; Every Fall & Spring) Offered jointly with Center for Learning Innovation (under development at UMR). Pedagogical approaches based on cognitive science research. Current/past literature on how our understanding of learning has shaped...
Center for Learning Innovation (CLI)

CLI 1196. National Student Exchange: Plan A. (0 cr.; S-N only; Every Fall, Spring & Summer) National Student Exchange enrollment; off-campus study.

CLI 1296. National Student Exchange: Plan B. (0 cr.; S-N only; Every Fall, Spring & Summer) National Student Exchange enrollment; off-campus study.

CLI 1393. Directed Study. (1-3 cr. [max 6 cr.]; Student Option; Every Fall, Spring & Summer) Individual study on selected topics or problems. prereq: instr consent, dept consent

CLI 1711. University Experience I. (1 cr.; S-N or Audit; Every Fall) Orientation to University environment and skills required to be successful in the transition to college. Students will explore themes of personal responsibility, diversity, and self-awareness. Students will develop skills in time management, financial management, academic strategies; physical, mental, and sexual health; and conflict resolution. prereq: Admitted to Bachelor of Science in Health Sciences (BSHS)

CLI 1712. University Experience II. (1 cr.; S-N or Audit; Every Spring) Exploration of strengths and values in understanding self. Students will take a strengths-based approach to academics, teams and relationships, and an introduction to a wide array of health careers. Students will also explore themes of self-awareness in relation to diversity and difference, beliefs, and making meaning of the college experience. prereq: 1711 or instr consent

CLI 2522. Community Collaboratory. (3 cr.; A-F only; Every Fall & Spring) The academic goal of this course is to extend the student learning experience into the local community. Responding to needs identified by local public, private, and nonprofit organizations, students will confront the challenges present in complex human systems and contribute to projects aimed at improving the quality of life in Southeastern Minnesota. In doing so, students participate in sustainable and meaningful partnerships between the University of Minnesota Rochester and the surrounding community. Students will also have the opportunity to build relationships with people of different backgrounds and life experiences, to broaden their worldview, to critically and creatively examine community concerns, and to discover their own capacity to affect change in the world around them.

CLI 2713. Career Exploration in the Health Sciences. (1 cr.; S-N or Audit; Every Fall & Spring) Through this course students will explore diverse career fields through exposure to health professionals and health professional settings. Students will develop the skills to write effective resumes and cover letters, as well as networking and interviewing skills. Continuing education options and capstone information will also be shared throughout the course. prereq: 1712 or instr consent

CLI 3393. Directed Study. (1-3 cr. [max 6 cr.]; Student Option; Every Fall, Spring & Summer) Individual study on selected topics or problems. Emphasizes selected readings, use of scientific literature. prereq: instr consent, dept consent

CLI 3394. Directed Research. (1-6 cr.; Student Option; Every Fall, Spring & Summer) Individual research on selected topics or problems. prereq: instr consent, dept consent

CLI 3496. Internship: Professional Experience. (1-6 cr. [max 12 cr.]; S-N or Audit; Every Fall, Spring & Summer) Matches student's academic/career goals with opportunities in industry, nonprofit organizations, and government agencies. prereq: instr consent, dept consent, acceptance of internship proposal


CLI 3712. Capstone Proposal Writing. (1 cr.; S-N or Audit; Every Fall & Spring) This course focuses on all aspects of writing and submitting the Capstone Proposal for the BSHS degree. Students will propose a set of learning experiences which connect to a holistic theme. Proposals must include a minimum of 6 and maximum of 30 upper-division academic credits and may also include non-credit based opportunities. Capstone Proposals are reviewed by the CLI Faculty and must be approved before Capstone experiences can begin. prereq: 2713 or instr consent

CLI 3950. Special Topics. (TOPICS; 1-3 cr. [max 6 cr.]; Student Option; Every Fall, Spring & Summer) In-depth study of special topic related to health sciences.

CLI 4393. Capstone Directed Study. (1-3 cr. [max 6 cr.]; S-N only; Every Fall & Spring) Individual study on selected topics or problems. Emphasizes selected readings and/or use of scientific literature. Must be part of an approved capstone. prereq: instr consent, dept consent

CLI 4496. Capstone Internship. (1-12 cr. [max 36 cr.]; S-N only; Every Fall, Spring & Summer) Experience in industry, nonprofit organization, or non-government agency. prereq: [concurrence registration is required (or allowed) in 4711 or 4712], acceptance of capstone proposal

CLI 4696. Capstone Research Experience. (1-12 cr. [max 24 cr.]; S-N or Audit; Every Fall, Spring & Summer) Research experience in academic or clinical setting. prereq: [concurrence registration is required (or allowed) in 4712 or 4712], acceptance of capstone proposal

CLI 4711. Capstone Reflections I. (ONLINE; 1 cr.; S-N only; Every Fall, Spring & Summer) This course represents the seventh part in a series of professional development courses that intentionally integrates student life, the curriculum, and career exploration to facilitate student growth and professional development. The purpose of this course is to participate in, observe, analyze and interpret your capstone experience. To illustrate your growth, you will record your observations and analysis throughout the semester. prereq: 3712 or instr consent

CLI 4712. Capstone Reflections II. (ONLINE; 1 cr.; S-N only; Every Fall, Spring & Summer) This course represents the eighth part in a series of professional development courses that intentionally integrates student life, the curriculum, and career exploration to facilitate student growth and professional development. The purpose of this course is to participate in, observe, analyze and interpret your capstone experience. To illustrate your growth, you will present your capstone portfolio in a research paper or public presentation. prereq: 4711 or instr consent

CLI 4713. Capstone Reflections I and II. (2 cr.; S-N only; Every Fall, Spring & Summer)
This course represents a combined version of the seventh and eighth parts of a series of professional development courses that intentionally integrates student life, the curriculum, and career exploration to facilitate student growth and professional development. The purpose of this course is to participate in, observe, analyze and interpret your capstone experience. To illustrate your growth, you will record your observations and analysis throughout the semester and present your capstone portfolio in a research paper public presentation. This course is accelerated and requires special permission; it may only be taken if your capstone activities do not span two semesters.

CLI 4896. Capstone Certificate in Health Professions. (1-15 cr. [max 30 cr.]; Student Option; Every Fall, Spring & Summer) Enrollment in certificate program courses in a health profession, prerequisite concurrently registration is required (or allowed) in 4711 or concurrent registration is required (or allowed) in 4712, acceptance of capstone proposal, full-time enrollment in certificate program

CLI 4950. Special Topics. (TOPICS; 1-3 cr. [max 6 cr.]; A-F or Audit; Every Fall, Spring & Summer) In-depth study of special topic related to BSHS curriculum, and career exploration to facilitate student growth and professional development.

Chemistry (CHEM)


CHEM 2231. Organic Chemistry II. (4 cr.; A-F or Audit; Every Spring) Study of organic reactions (addition/elimination reactions, chemistry of carbonyl compounds, aromatic electrophilic substitution, rearrangements, oxidations and reductions); Biological examples. Introduction to the use of spectroscopic tools in structure elucidation (nuclear magnetic resonance, mass spectroscopy, IR and electronic absorption spectroscopy). Organic polymers and biologically important classes of organic compounds such as lipids, carbohydrates, amino acids, peptides, proteins, and nucleic acids. Lab. prerequisite Grade of at least C- in 1231, concurrent registration is required (or allowed) in BIOL 2311.


CHEM 3431. Chemical Biology/Bioorganic Chemistry. (3 cr.; A-F or Audit; Every Spring) Topics include: Chemical control of signal transduction, Polyketide biosynthesis, Non-natural amino acid insertion into proteins (in vivo, nonsense suppression); Non-ribosomal peptides; Organic chemistry of polymerase chain reaction, Protein backbone modification - secondary structure stabilization; Chemical biology of fluorescent proteins. DNA binding antibiotics; DNA backbone modification; RNAs; Cell surface engineering through oligosaccharide biosynthesis. prerequisite: C or better in 2231; Recommended BIOC 3321

CHEM 4333. Physical Chemistry. (3 cr.; A-F or Audit; Every Spring) Statistical mechanics to understand macroscopic description of chemical phenomena: molecular energy levels, Boltzmann factor and partition functions. Chemical thermodynamics, phase equilibria, liquid-liquid solutions and chemical equilibria. Introduction to molecular spectroscopy. Principles of nuclear magnetic resonance spectroscopy. prerequisite concurrent registration is required (or allowed) in MATH 2171, (Grade of at least C- in 2233) [PHYS 2251], [MATH 1171];

CHEM 4721. Special Topics in Chemistry. (TOPICS; 1-4 cr. [max 8 cr.]; A-F or Audit; Periodic Fall & Spring) In-depth study of special topics in chemistry. prerequisite: instr consent; repeated enrollment allowed only if topics are different.

Echocardiography (ECHO)

ECHO 3011. Foundations of Echocardiography. (TS; 4 cr.; A-F only; Every Fall) The intent of this course is to provide the student with a basic knowledge of performing an echocardiographic exam including two-dimensional imaging, Doppler, Color Flow imaging, patient care, transducer placement, imaging skills, assessment of systolic and diastolic function by echocardiography, basic instrumentation of ultrasound physics and echocardiographic terminology. Students will participate in scanning labs in preparation for their clinical experience. Two-dimensional (2-D) and Doppler skills and competency testing will be completed during scanning labs. Students will apply 2-D and Doppler echocardiography skills learned in the classroom to echocardiographic exams performed in scanning lab demonstrating an understanding of the clinical application of echocardiography.

ECHO 3202. Adult Echocardiography. (6 cr.; A-F only; Every Spring) The intent of this course is to provide the student with the necessary knowledge of cardiomyopathies, coronary artery disease, and cardiac diseases due to systemic illness, pericardial diseases, systemic and pulmonary hypertension, cardiac tumors and masses, diseases of the great vessels and echocardiographic assessment of valvular heart disease by utilizing 2-D, M-mode, and Doppler techniques.

ECHO 3301. Clinical Practicum I. (9 cr.; A-F only; Every Fall) The intent of this course is to provide the student with an opportunity to perform portions of an echo exam, review position, transducer placement, and terminology in the clinical setting. Two-dimensional (2-D) and Doppler skills learned in Foundations of Echocardiography will be applied in the clinical setting. Clinical Practicum I will provide the student with the opportunity to observe the clinical environment, understand the clinical application of echocardiography, and interact with clinical staff.

ECHO 3302. Clinical Practicum II. (7 cr.; A-F only; Every Spring) The intent of this course is to continue to provide the student with the necessary skills and knowledge to integrate academic and clinical learning. Course content will include review of how to perform a routine two-dimensional, Color Flow, and Doppler echocardiography examination and the development of skills necessary to do a complete hemodynamic and Doppler assessment. Course will use hands-on experience to help develop the skills required to do a hemodynamic assessment.

ECHO 3403. Echocardiographic Application. (3 cr.; A-F only; Every Summer) The intent of this course is to integrate knowledge from previous courses. This course will focus on case reviews and the integration of all 2-D and Doppler data. Students will be able to demonstrate application of echocardiographic data and recognize discrepancies in data, ability to identify key findings, ability to create a preliminary report, and effectively communicate the echo findings to the reviewer.

ECHO 3503. Stress Echocardiography. (2 cr.; A-F only; Every Summer) This course will provide the student with the necessary knowledge regarding common lab
values, ECG, and basis cardiac pharmacology along with a thorough understanding of the different types of stress tests performed in an echocardiographic laboratory and the technical aspects of the digitizing equipment. The role of the sonographer for each procedure will be identified. Students will develop an in-depth understanding of exercise echocardiography and the stress of a stress echo.

**ECHO 4111. Ultrasound Physics I.** (2 cr.; A-F only; Every Fall)
This course is designed to introduce the student to basic physics principles and instrumentation used in diagnostic ultrasound. The course will describe basic ultrasound physics principles, formulae and calculations as well as describe ultrasound itself. Key areas to be covered include: the properties of sound waves, principles of reflection, transmission, scattering and refraction; principles of attenuation and components of sound energy loss; transducer construction and function; sound beam anatomy; spatial resolution; transducer array technology; sound beam steering, and focusing. The course goal is to help the student understand the process by which an image is created, and ultimately identify ways to produce an optimal echo image.

**ECHO 4112. Ultrasound Physics II.** (2 cr.; A-F only; Every Spring) The course is designed to expand the information learned in Ultrasound Physics I and provide new information regarding theory and operation of diagnostic ultrasound equipment. The course will describe 2-dimensional imaging principles and instrumentation, image storage and display, the Doppler effect, pulsed and continuous wave Doppler generation, spectral analysis and display, color flow imaging, image features and artifacts, quality assurance, bioeffects and safety, and will introduce students to newer technologies including contrast and tissue harmonics, Doppler tissue imaging, and power Doppler. The course goal is to help the student understand the process by which an image is created, Doppler information is generated and displayed, and identify ways to produce high quality, diagnostic echocardiographic information.

**ECHO 4211. Congenital Heart Disease I.** (2 cr.; A-F only; Every Summer)
The intent of this course is to provide the student with advanced knowledge of anatomy of congenital cardiac abnormalities, adult congenital heart disease (CHD), and follow-up of these patients. Surgical repair and interventional catheterization or methods will be discussed as well as postoperative complications. The student will also be provided necessary information on performing a systematic 2-D, spectral, and color flow Doppler examination on a patient with CHD.

**ECHO 4203. Clinical Practicum III.** (6 cr.; A-F only; Every Summer)
Clinical Practicum III will primarily focus on development of students clinical skills for 2-Dimensional and Doppler echocardiography. Clinical Practicum III is devoted to clinical training, allowing students an opportunity to apply didactic classroom instruction and develop their clinical skills. Students will begin to integrate the clinical and echo findings and identify final impressions related to the echo exam. Observational rotations will include intraoperative TEE, Outreach echocardiography, Stress echocardiography, TEE and contrast echocardiography. 3D and strain rate echocardiography and the role of the sonographer for each procedure will also be included in this course. Lab sessions will allow students the opportunity to demonstrate the required skills for 3D and strain rate imaging.

**ECHO 4401. Clinical Practicum IV.** (9 cr.; A-F only; Every Fall)
Clinical Practicum IV will continue to develop the student's clinical skills to complete an optimal echocardiographic hemodynamic assessment. The focus of the term will be the ability to integrate 2-D and echo data in an accurate patient report. Clinical Practicum IV will introduce students to congenital echocardiography, to the field of stress echocardiography, and to echocardiographic research.

**ECHO 4402. Clinical Practicum V.** (10 cr.; A-F only; Every Fall)
During Clinical Practicum V, the students will apply previous didactic and clinical training to complete a quality echocardiographic examination. Students will be responsible for integrating echo data, preparing preliminary echo findings and delivering the report.

**ECHO 4501. Research Project and Publication I.** (1 cr.; A-F only; Every Spring)
Students will be responsible for devising, developing and undertaking a research project which would be suitable for submission either to a scientific meeting or for publication. This will include developing a research question, devising and submitting a research protocol, reviewing related literature, and reporting the findings in abstract, paper, and/or a short oral presentation. Research mentors will be assigned to allow guided independent study.

**English: Literature (ENGL)**

**ENGL 1433. Introduction to Literature.** (LITR; 3 cr. [max 6 cr.]; A-F or Audit; Every Fall & Spring)
Introduces literary genre and critical thinking. Focuses on the relationship between language and meaning in social and historical contexts.

Emphasizes integration with sciences and relationship to health sciences.

**ENGL 3471. Literatures of Diversity.** (DSJ; 3 cr.; A-F only; Every Spring)
Historical/contemporary analysis of the development of selfhood and identity in and across literatures of diverse populations and cultures. The course could address concerns that may include, but are not limited to race, gender, sexuality, ethnicity, religion, and issues of power/privilege. prereq: [1431 or 1433 or 1435] or instr consent

**ENGL 3481. Technology and Society.** (TS; 3 cr.; A-F only; Fall Even Year)
Historical/contemporary analysis of technology. The course explores ways in which technology influences, and is influenced by, cultures and their values and how technology figures in modes of truth production. The course could explore perspectives that may include, but are not limited to, the cultural, the philosophical, the historical and the literary. prereq: [1431 or 1433 or 1435] or instr consent

**Health Professions (HP)**

**HP 3021. Patient Care Techniques.** (ONLINE: 1 cr.; A-F only; Every Fall & Summer)
This multidisciplinary course uses a blended format to introduce students to the fundamental practice, attitudes, and competencies needed by all health care providers. Professionalism, communication skills, infection control, vital signs, ergonomics, patient safety, medical emergencies, medication, and managing tubes are reviewed. Students will practice general patient care procedures and skills and demonstrate competent performance.

**HP 4802. Health Economics and Finance.** (DSJ; 3 cr. [max 6 cr.]; A-F only; Every Spring)
Students will learn micro- and macro-economic theory applied within the healthcare sector. A flow of funds approach explores finances in healthcare transactions and incentives. Historical development of third party reimbursement, healthcare financial structures and mechanisms, individual health and public health factors affecting the delivery system, payment system, and supply/demand system is followed by a wider macroeconomic review to explore factors of change within the healthcare system. National health spending and the role of government and regulators in public and private health will be applied by case study and contemporary readings. The health of individuals and the health of groups will be studied in terms of cost, economic, ethical and socioeconomic disparities, and in non-Western countries. The course aims to make the language of healthcare finance and economics understandable and relevant for students in healthcare professions.

**HP 4902. Management and Leadership in Healthcare.** (GP; 2 cr. [max 4 cr.]; A-F only; Every Spring)
Students acquire background and skills of business/administrative aspects of healthcare. Applications of business theory are applied to medical settings. Functions of management
organization models, budget and other planning, information systems, human resource functions including staff scheduling, employee evaluation, productivity management, personal accountability, group leadership, external factors including accreditation and non-Western views will be explored. Alternative theories including Systems Thinking will be explored and contrasted with traditional management.

**History (HIST)**

**HIST 1335. Introduction to History.** (GP, TOPICS; HIS: 3 cr.; A-F or Audit; Every Fall & Spring)
How historical knowledge is produced from artifacts (primary sources). Value/limitations of such sources. Approaches to the past. Thinking critically about assumptions/assertions.

**Humanities (HUM)**

**HUM 4721. Special Topics in Humanities.** (TOPICS; 3 cr.; [max 6 cr.]; A-F or Audit; Periodic Fall & Spring)
In-depth study of special topics in the humanities. prereq; instr consent; repeated enrollment allowed only if topics are different

**Mathematics (MATH)**

**MATH 1110. College Algebra with Physical Concepts.** (MATH; 3 cr.; A-F or Audit; Every Spring)
The goal of this course is to develop quantitative reasoning skills relevant to number sense, elementary physical concepts, basics of polynomial functions, rational functions, exponential/logarithmic functions, trigonometric functions, graph transformations and introduction to functions of several variables motivated by the exploration of physical sciences concepts. Students learn to model real world situations, simplify expressions and solve equations using mathematical and logical symbols and quantitative techniques and communicate results clearly. This course goes beyond the usual coverage in three-year high school mathematics curriculum. prereq: Three yrs high school math or placement exam

**MATH 1111. Precalculus with Physical Concepts.** (MATH; 3 cr.; A-F or Audit; Every Fall & Spring)
The goal of this course is to make students proficient in quantitative reasoning skills relevant to fundamental algebra concepts, in depth treatment of functions and graphs, polynomial functions, rational functions, exponential/logarithmic functions, trigonometric functions, vectors, matrices and systems of equations with a focus on the use of physical sciences contexts. Students learn to model real world situations, graph, simplify expressions and solve equations using mathematical and logical symbols and quantitative techniques and communicate results clearly. This course goes beyond the usual coverage in three-year high school mathematics curriculum. prereq: Grade of at least C-in [MATH 1110 or equiv] or placement exam;

**MATH 1161. Statistics and Discrete Mathematics.** (MATH; 3 cr.; A-F or Audit; Every Fall)
Data representation/visualization/exploration. Descriptive statistics, hypothesis testing, regression, predictions, clinical studies, counting, elementary probability theory, distributions, graphs, networks. Emphasizes statistical concepts, analysis of authentic data sets, simulations, and model building. prereq: Three yrs high school math or placement exam

**MATH 1171. Calculus, Modeling, and Data I.** (MATH; 4 cr.; A-F or Audit; Every Fall & Spring)
Differential/integral calculus of a single variable. Optimization. Differential/difference equations. Related rates. Applications emphasize biology, health sciences, and integration of data and mathematical models. prereq: Grade of at least C-in 1111 or placement exam or instr consent

**MATH 2161. Bioinformatics and Biostatistics.** (MATH; 3 cr.; A-F or Audit; Every Fall)
Retrieval of gene and protein sequence information from media (online databases, published articles, and other media); Gene and protein structure and function; Sequence recognition; Genome analysis; Sequence alignment; Phylogenetic analysis; Clinical trial and/or experiment design; Nonparametric analysis of clinical trial data; Analysis of variance (ANOVA); Logistic regression of clinical trial data; Survival analysis of clinical trial data. prereq: Grade of at least C-in 1161, BIOL 2311

**MATH 2171. Calculus, Modeling, and Data II.** (MATH; 4 cr.; A-F or Audit; Every Spring)

**MATH 4721. Special Topics in the Mathematical Sciences.** (TOPICS; 1-4 cr.; [max 8 cr.]; A-F or Audit; Periodic Fall & Spring)
In-depth study of special topics in the mathematical sciences. prereq; instr consent; repeated enrollment allowed only if topics are different

**Physics (PHYS)**

**PHYS 1251. Physics I.** (PHYS; 4 cr.; A-F or Audit; Every Fall & Spring)
Fundamental principles of physics. Description of motion, forces, conservation principles. Applications to fluids, vibrations, waves. Ray optics and the eye. Information coding, including sound detection and visual perception. Focuses on biological and medical applications. Lab. prereq: Grade of at least C-in [PHYS 1111 or equiv] or [concurrent registration is required (or allowed) in MATH 1171 or equivalent] or MATH 2161

**PHYS 2251. Physics II.** (PHYS; 4 cr.; A-F or Audit; Every Fall & Spring)
Fundamental principles of physics. Motion, forces and conservation principles. Applications to thermodynamics/kinetics, mass and heat transport, including osmosis, and diffusion. Electricity/magnetism. Application of electromagnetic radiation to biological systems, including photosynthesis, phototransduction, and x-ray imaging. Quantum mechanics, its application to biological systems. Feedback systems. Focuses on biological and medical applications. Lab. prereq: Grade of at least C-in [PHYS 1251 or equiv], Grade of at least C-in [MATH 1171 or equiv];

**PHIL 1431. Introduction to Philosophy.** (AH; 3 cr. [max 6 cr.]; A-F or Audit; Every Fall)
Introduction to methods of philosophical analysis. Examines a range of problems relevant to the sciences and to diverse global, cultural, scientific and religious traditions in historical and cultural contexts. Emphasis on critical thinking, communication and relevance to health sciences.

**PHIL 1441. Introduction to Ethics.** (CIV; 3 cr.; A-F or Audit; Every Spring)
Introduction to the philosophical analysis of ethical problems. Introduces ethical cases and explores methods of analysis and application of these methods to issues affecting people in everyday life. Ethical problems are drawn from biomedicine, environment, globalization, business and sport. Emphasis on critical thinking and relevance to health sciences. prereq: 1431 or instr consent

**PHIL 3437. History and Philosophy of Science.** (HIS; 3 cr.; A-F or Audit; Every Spring)
This course will examine several historical and contemporary philosophical problems that arise within the context of scientific practice. Students will gain an understanding of the nature and historical origin of these problems and learn to critically evaluate possible solutions to these problems. Some of the problems that we will consider include: the nature of scientific explanation, the problem of induction, the problem of theory underdetermination, the social responsibilities of scientists, and scientific realism. prereq: 1431 or 1433 or 1435 or 1441 or instr consent

**PHIL 3441. Ethics of Medicine and the Sciences.** (AH, CIV; 3 cr.; A-F or Audit; Every Fall)
This course enables students to engage in far more detailed and rigorous analysis of ethical problems relevant to the health sciences than is possible in introductory level courses. We will analyze problems drawn from law, medicine, healthcare, emerging technologies, and the sciences, using relevant ethical theory and the tools of philosophical argument. prereq: 1441 or instr consent
In-depth study of special topics in the physical sciences. Prereq: instr consent; repeated enrollment allowed only if topics are different.

**Psychology (PSY)**

**PSY 1511. Psychology.** (SOC; 3 cr.; A-F or Audit; Every Fall & Spring) Scientific study of behavior and mental processes. History of psychology and contemporary paradigms in psychology, research methods, sequence and processes of human development, and the joint contribution of biological and environmental influences on behavior.

**PSY 3511. Human Development across the Lifespan.** (3 cr.; A-F or Audit; Every Spring) This course will emphasize the diverse cultural, social, socioeconomic, and historical contexts of human development throughout the lifespan and explore how these contexts directly influence biosocial, cognitive and psychosocial aspects of human development. The course will cover the basic principles of human development including: major paradigms, research methods, the sequences and processes of development, and the joint contributions of biological and environmental influences. Prereq: PSY 1511

**PSY 3512. Principles of Abnormal Psychology.** (3 cr.; A-F or Audit; Every Fall) Abnormal psychology is the study of the classification, explanation and treatment of abnormal phenomena and mental disorder. In this course we will focus on the major concepts and controversies in the field. We will consider how abnormality is defined and classified, and how the biological, psychological, and sociocultural paradigms contribute to understanding and treating individuals with mental disorder. The multicausality of mental disorder will be understood using a diathesis-stress model. Common types of mental disorders will be covered with an emphasis on the phenomenology of the disorder (i.e., what is it like to have the disorder), the biopsychosocial causes of the disorder, and the major treatment approaches. Attention will be given to appreciating the impact of abnormal mental phenomena on the sufferer and their loved ones, and examining the values and ethics that apply to working with people with mental disorder. Prereq: PSY 1511 or equiv or instr consent.

**PSY 4721. Special Topics in Psychology.** (TOPICS; 3 cr.; max 6 cr.; A-F or Audit; Periodic Fall & Spring) In-depth study of special topics in psychology. Prereq: Repeated enrollment allowed only if topics are different.

**Public Health (PUBH)**

**PUBH 2561. Public Health: A Global Perspective.** (GP; 3 cr.; A-F or Audit; Every Spring) Introductory overview of public health; history and contemporary principles, core disciplines, systems, problems/challenges, applications, career opportunities, etc. Discussion of the complementary roles of public health and healthcare systems in developed and developing countries. Application of public health principles to case studies from around the globe.

**PUBH 3331. Social Determinants of Health: How Inequality Makes Us Sick.** (3 cr.; A-F or Audit; Fall Odd Year) The goal of this course is to promote student exploration of how and why various social factors shape disparities in health outcomes. Through an in-depth exploration of the literature we will examine the ways by which social inequalities shape differences in overall health statuses, access to health care, cancer outcomes, and other diseases. The course will focus on health disparities as historically marginalized groups including communities of color, recent immigrants, and low-income populations in the United States experience them. Prereq: 2561 or instr consent.

**PUBH 3531. Health Policy in a Global Context.** (GP; SOCS; 3 cr.; A-F or Audit; Fall Even Year) In this course, students will begin to explore the ways in which policy shapes: the lives and health of individuals, and population health. By comparing the varying health issues faced by populations around the world, as well as the ways different countries seek to meet the health needs of their citizens, students will begin to place health policy in the United States within a global context. Specific topics may include: environmental and social determinants of health; globalization and its impact on health outcomes; health care providers, health care payers, and health care reform; and the effect of public policy on population health, as well as individuals’ mental and physical health.

**PUBH 3561. Environmental Health and Environmental Justice.** (ENV; SOCS; 3 cr.; A-F or Audit; Every Fall) This course explores how environments -- both natural and built -- can negatively impact human health outcomes. We will examine major environmental health issues; exposures/causes as well as possible approaches or interventions for reducing associated disease burdens in developing and developed countries. The course also provides an introduction to the concept of environmental justice or notion that all communities, regardless of socioeconomic status, should bear an equal burden of environmental hazards. Prereq: 2561 or instr consent.

**PUBH 4561. Introduction to Epidemiology: Research and Data Exploration.** (3 cr.; A-F or Audit; Every Spring) Introductory overview of epidemiology, the "basic science of public health." Topics covered to include history of the discipline, common epidemiologic measures, epidemiologic research designs, and basic statistics. The course also covers sources of public health data, public health surveillance, and outbreak investigation. Case studies and examples will explore epidemiologic topics/investigations in both developing and developed countries. Prereq: (2561, MATH 1161) or instr consent.

**Radiography (RADI)**

**RADI 3011. Foundations of Radiography.** (TS; 2 cr.; A-F only; Every Fall) This course introduces students to the profession and provides a foundation for understanding the radiographer's role in a radiology department. The radiographer's ethical responsibility to their profession, institution and the diverse patient population is clarified through the introduction of the Radiographer's Code of Ethics and the Patient’s Bill of Rights. The course will introduce radiographic positioning terminology as it relates to patient anatomy, exposure factors and corresponding technique chart use, interaction with patients, and methods to ensure radiation protection for patients and healthcare workers.

**RADI 3101. Radiographic Procedures I.** (4 cr.; A-F only; Every Fall) This course provides a review of the anatomy of the skeletal systems of the upper and lower limbs, the respiratory system and abdomen. Routine radiographic anatomy as well as pathology and traumatic changes demonstrated on radiographic images will be included. Methods to modify standard positioning for trauma, pathology and pediatric patients are presented. Positioning considerations and evaluating radiographs will be emphasized.

**RADI 3102. Radiographic Procedures II.** (7 cr.; A-F only; Every Spring) This course provides a review of the anatomy of the axial skeletal system and skull, the gastrointestinal system and the urinary system. Radiographic positioning instruction utilized to demonstrate the anatomy of the systems listed above is proved in this course. Routine radiographic anatomy as well as pathology and traumatic changes demonstrated on radiographic images will be included. Methods to modify standard positioning for trauma, pathology and pediatric patients are presented. Positioning considerations and evaluating radiographs will be emphasized.

**RADI 3111. Radiation Physics.** (2 cr.; A-F only; Every Fall) This course provides the student with an analysis of physics concepts in velocity, acceleration, force, weight, momentum, work, power, heat, magnetism, energy and anatomic structure, and their application for problem solving as they relate to x-ray production. The course provides an explanation of the function that electricity, magnification, transformers, and rectification play as components of x-ray circuitry. The components of the x-ray tube, their function, relations to one another and contribution to the production of x-rays are discussed and explained.

**RADI 3202. Principles of Radiographic Exposure.** (2 cr.; A-F only; Every Spring) This course begins with x-ray production. The emission spectrum from tungsten and
molybdenum targets is described. Interactions of radiation with matter, dose and the radiologic image are presented. The effect of scattered and secondary radiation on image quality and methods of control are included. Image receptors (film/screen) are discussed in terms of structure, function, types, and uses. The role of the primary variables (kVp, time mA, and SIRD) in radiography is presented. Their effects on density, contrast, and visibility of detail are defined. Methods of exposure calculation for changes in the primary variables are reviewed. Systems for building workable technique charts are presented.

RADI 3301. Clinical Practicum I. (5 cr.; A-F only; Every Fall) The course consists of two components; a lab practicum and a 16-week clinical rotation in the following clinical areas on the Mayo Clinic campus: Gonda 14 Orthopedics, Gonda 15 Cast room/hand clinic, Mayo East, Mayo EXU, Mayo GI, Mayo Pediatrics, SMH General, SMH Surgery, RMH General, RMH Surgery, Baldwin General. Lab practicum encompasses the nursing skills covered in the Patient Care course as well as anatomy, positioning and film critique of the projections covered in the Radiographic Procedures I course.

RADI 3302. Clinical Practicum II. (5 cr.; A-F only; Every Spring) The course consists of two components; a lab practicum and an 16-week clinical rotation in the following clinical areas on the Mayo Clinic campus: Gonda 14 Orthopedics, Gonda 15 Cast room/hand clinic, Mayo East, Mayo EXU, Mayo GI, Mayo GI Nursing, Mayo Pediatrics, Computerized Tomography, Magnetic Resonance Imaging, Neuro-cardiovascular Imaging, SMH General, SMH Surgery, SMH Non-regular hours, SMH GI, RMH General, RMH Surgery, and Baldwin General. Lab practicum focuses on routine positioning and techniques of the spine and skull.

RADI 3503. Radiographic Factor Analysis: Removed starting Summer 2016. (1 cr.; A-F only; Every Summer) Theoretical concepts and mathematical formulas needed to adjust exposure techniques in radiography practice will be presented in this course. Students will solve algebraic equations to determine how to make adjustments to exposure factors when changes to mA, time, kVp, screens, grids or distance are necessary. The concepts discussed are used by practicing radiographers every day in order to determine and adjust technical factors while producing images.

RADI 3603. Applied Radiography Topics. (1 cr.; A-F only; Every Summer) The Applied Radiography Course requires the student to perform a literature review of a radiologic topic of their choice and write a paper exploring the topic. The topic of the paper must directly pertain to the imaging field. The paper will include the purpose, method and scope of the literature search. The student will draw on the information and opinions of others who have written on the topic and offer their own significant opinions on the issues discussed. The paper requirements dictate that it must include 4-6 pages of text in the body of the paper and be written according to the American Psychological Association, 6th Edition (APA) writing style. A minimum of 5 references, 2 of which must be peer-reviewed journal articles, are required.

RADI 4101. Radiographic Procedures III. (3 cr.; A-F only; Every Fall) This course provides an introduction to MRI, CT, Mammography and Neuro-cardiovascular imaging. The history, theory and required equipment for the imaging modality is covered, along with an analysis of exams performed in each area. Emphasis is placed on anatomy visualized by each modality.

RADI 4241. Radiation Protection Advanced Imaging. (3 cr.; A-F only; Every Fall) This course reviews the types and sources of radiation and their interactions with matter. Effects of high doses on biologic systems are described, and effects of low doses on populations are presented. Elements of radiation protection are included. Quality management concepts, measurements, interpretation, and correcting actions, and governmental regulations and compliance are presented. The theoretical concepts and practical application of fluoroscopy, tomography, automatic exposure control, and duplication of radiographs are discussed.

RADI 4303. Clinical Practicum III: Changed to 7.0 credits starting Summer 2016. (6 cr.; A-F only; Every Summer) The course consists of two components; a lab practicum and a 16-week clinical rotation in the following clinical areas on the Mayo Clinic campus: Gonda 14 Orthopedics, Gonda 15 Cast room/hand clinic, Mayo East, Mayo EXU, Mayo GI, Mayo GI Nursing, Mayo Pediatrics, Computerized Tomography, Magnetic Resonance Imaging, Neuro-cardiovascular Imaging, SMH General, SMH Surgery, SMH Non-regular hours, SMH GI, RMH General, RMH Surgery, Baldwin General and Baldwin General. Lab practicum focuses on the anatomy, positioning and film critique of the projections covered in the Radiographic Procedures I and II courses and exposure factors learned in the Principles of Radiographic Exposure course.

RADI 4401. Clinical Practicum IV. (7 cr.; A-F only; Every Fall) The course consists of two components; a lab practicum and a 16-week clinical rotation in the following clinical areas on the Mayo Clinic campus: Gonda 14 Orthopedics, Gonda 15 Cast room/hand clinic, Mayo East, Mayo GI, Mayo Pediatrics, SMH General, SMH Surgery, SMH trauma/portables, SMH Non-regular hours, SMH GI, RMH General, RMH Surgery, and Baldwin General. Lab practicum focuses on the anatomy, positioning and film critique of the projections covered in the Radiographic Procedures I and II courses and exposure factors learned in the Principles of Radiographic Exposure course.

RADI 4402. Clinical Practicum V. (8 cr.; A-F only; Every Spring) The course consists of two components; a lab practicum and a 16-week clinical rotation in the following clinical areas on the Mayo Clinic campus: Gonda 14 Orthopedics, Gonda 15 Cast room/hand clinic, Mayo East, Mayo Pediatrics, Computerized Tomography, Magnetic Resonance Imaging, Neuro-cardiovascular Imaging, SMH General, SMH Surgery, SMH Non-regular hours, SMH GI/QA, RMH General, RMH Surgery, Baldwin General and optional rotations to Mammography and Lake City Medical Center.

RESP 3011. Foundations of Respiratory Care. (TS; 2 cr.; A-F only; Every Fall) This course reviews the clinical roles/responsibilities and career options within the fields of respiratory care. In addition, this course provides students with a solid foundation in professional attributes, cardiopulmonary science, chemical and physics relationships, and mathematical skills to promote success as they begin the clinical-based curriculum. Students explore respiratory care subspecialties and role differences in various clinical settings. Class includes laboratory sessions, discussion, simulation and role-playing.

RESP 3101. Respiratory Care Modalities and Equipment I. (4 cr.; A-F only; Every Fall) Students will become proficient in performing non-invasive monitoring and therapeutic procedures, including medical gas therapy, humidity and aerosol therapy, bronchial drainage and volume expansion therapy. Commonly prescribed aerosol medications will also be reviewed. Learners will practice skills using simulation-based education and in a laboratory setting. Procedures will be discussed in the context of national practice guidelines as to the scientific rationale, limitations, hazards and complications, issues of asepsis and modification to adapt to patient needs.

RESP 3102. Respiratory Care Modalities and Equipment II. (4 cr.; A-F only; Every Spring) Students will become competent in the implementation and operation of a range of invasive monitoring devices and life support technology used in care of the critically ill patient. Learners will practice skills using simulation-based medical education and in a laboratory setting. This will include airway management, electrocardiogram hemodynamic and respiratory monitoring, and mechanical ventilation for perinatal, pediatric and adult patients.

RESP 3201. Cardiopulmonary Patient Assessment. (4 cr.; A-F only; Every Fall) Patient assessment skills are developed to allow students to both gather and interpret a wide range of patient data. This would include the medical record, patient interview, physical examination, medical laboratory tests, pulmonary function reports (including blood gas analysis), hemodynamic record...
and radiographic imaging. Cardiopulmonary diseases are introduced with emphasis on pathophysiological manifestations that can be assessed. The laboratory provides a setting for role playing, mock exams and practice of assessment skills. A weekly bedside teaching case review is designed to integrate coursework, examination skills as well as the human aspect of patient care. The Mayo Multidisciplinary Simulation Center allows practice and debriefing of assessment skills in a safe environment.

RESP 3202. Advanced Cardiopulmonary Physiology and Pathophysiology. (3 cr.; A-F only; Every Spring) The first half of the course will provide students with a detailed review of the physiology of cardiovascular and pulmonary systems. The second section involves a review of adult, pediatric and perinatal cardiopulmonary disorders. Emphasis will be placed on integrating assessment, laboratory evaluation, major pathology, pathophysiologic manifestations and treatment options with focus on respiratory care. A bi-weekly bedside patient case review allows interaction with patients and application of coursework on cardiopulmonary disorders. The Mayo Multidisciplinary Simulation Center allows students to apply skills, knowledge and develop as reflective practitioners using simulated patients in a safe environment.

RESP 3301. Clinical Practicum I. (3 cr.; S-N only; Every Fall) Students begin a series of rotations including 18 different clinical areas at the Mayo Medical Center. Each rotation requires completion of specific competencies. Those areas include 9 intensive care units, the operating room, emergency room, general floor care areas, pulmonary function labs, sleep disorders center, smoking cessation clinic, pulmonary rehabilitation program, home care and outpatient clinic. Learners will practice and master skills using simulation-based medical education. Students will perform respiratory care procedures and diagnostic testing with the supervision of a clinical instructor.

RESP 3302. Clinical Practicum II. (3 cr.; S-N only; Every Spring) Students continue a series of rotations including 18 different clinical areas at the Mayo Medical Center. Those areas include 9 intensive care units, the operating room, emergency room, general floor care areas, pulmonary function labs, sleep disorders center, smoking cessation clinic, pulmonary rehabilitation program, home care and outpatient clinic. Learners will practice and master skills using simulation-based medical education. Students will expand their competencies in adult as well as perinatal & pediatric critical respiratory care.

RESP 3401. Seminar in Respiratory Care I. (1 cr.; A-F only; Every Fall) Students will attend weekly conferences and seminars in which issues and cases of clinical importance in respiratory care will be discussed. Students will, with faculty guidance, prepare a presentation on a topic and lead class discussion on the topic presented. The emphasis will be on a critical review of the medical literature. Effective presentation skills will be covered. (1 hour-ear Pulmonary & Critical Care Medicine Case Conference or Combined Critical Care Conference) and 1 hour seminar weekly).

RESP 3402. Seminar in Respiratory Care II. (1 cr.; A-F only; Every Spring) Students will attend weekly conferences and seminars in which issues and cases of clinical importance in respiratory care will be discussed. Students will prepare and present a case presentation and lead discussion on the case and issues raised by the case. The relevant medical literature will be critically reviewed. In the second part of the course students will gain familiarity with the common forms of medical literature and be introduced to the critical appraisal of published articles in a seminar format.

RESP 3502. Clinical Research: Literature, Methodology, and Application. (3 cr.; A-F only; Every Spring) Students will become readers and writers of research literature, especially that literature which pertains to health care. Students will learn the methodologies of scientific investigation. Students will learn to become constructive critics of scientific investigation. The course provides study content in scientific writing, statistics, research study design, including problem statement development and protocol development, research questions or hypothesis development, feasibility analysis, sampling methods and instruments, data management, data analysis and interpretation, and dissemination of research. Prereq: Statistics course.

RESP 4300. Clinical Practicum Summer - Adult Critical Care. (2 cr.; A-F only; Every Summer) Students will focus on topics relevant to providing respiratory care to critically ill adults. There will be an emphasis on reviewing case examples of cardiopulmonary problems and therapeutic procedures. However, a multi-organ system-wide patient approach will be maintained. Advanced competencies in ventilator management and critical care monitoring, diagnostics and therapeutic procedures will be assured by laboratory experiences.

RESP 4311. Advanced Perinatal and Pediatric Respiratory Care. (3 cr.; A-F only; Every Fall) The didactic course combined with its clinical counterpart will allow students to assume the role of the perinatal/pediatrics specialist as defined by the National Board for Respiratory Care (NBRC). A thorough review of the literature on mechanical ventilation, monitoring applied with emphasis on an evidence-based care, will be provided. Current strategies for extended mechanical ventilation or other forms of long-term support will be reviewed using case study examples.

RESP 4321. Advanced Cardiopulmonary Diagnostics. (2 cr.; A-F only; Every Fall) Students will review the rationale and methods used in cardiopulmonary diagnostics. This course along with its clinical counterpart will allow students to assume the role of the advanced pulmonary function technologist and complete the NBRC’s CPFT specialty board exams. Procedures in which participants would become competent include inert gas and body plethysmographic measurement of lung capacity, diffusion studies, bronchial provocation and heart & lung function during maximal exercise. Interpretation of results and quality control in the laboratory will be facilitated by case reviews and laboratory experiences.

RESP 4331. Cardiopulmonary Rehabilitation, Disease Prevention and Case Management. (1 cr.; A-F only; Every Fall) Students will review the delivery of care to chronically ill patients with lung and heart disorders with emphasis on respiratory care. The rehabilitation process will be applied to hospital-based program, extended care facilities and in the home. Topics include clinical testing, exercise prescriptions, and practice guidelines for management. Patient care reviews as part of the laboratory will underscore the multidisciplinary approach to case management and responsibilities unique to the respiratory therapist. This course along with its clinical counterpart will allow students to perform the responsibilities attributed to this subspecialty in respiratory care. Students will become certified asthma educators.

RESP 4341. Clinical Practicum III: Advanced Respiratory Care. (3 cr.; S-N only; Every Fall) Students will complete competencies focused in the areas of advanced-level respiratory care including clinical subspecialties and related areas important to the respiratory care practitioner desiring greater scope of practice. Learners will practice and master skills using simulation-based medical education. Advanced Perinatal and Pediatric Respiratory Care: Clinical experiences in high-risk delivery, perinatal & pediatric intensive, inter-hospital transport and chronic care. Advanced Cardiopulmonary Diagnostics: Clinical experiences in pulmonary function testing including lung volume measurement, diffusion studies, exercise testing, sleep diagnostics, ventilation control, indirect calorimetry, provocation testing, oxygen titration and laboratory quality control. Cardiopulmonary Rehabilitation, disease prevention and case management: Clinical experiences in cardiopulmonary rehabilitation including cardiopulmonary disease assessment, disease prevention, patient family education, evaluation of impairment/disability, exercise training and social and psychological considerations.

RESP 4342. Clinical Practicum V: Advanced Respiratory Care. (3 cr.; S-N only; Every Spring) Students will complete competencies focused in the areas of advanced-level respiratory care including clinical subspecialties and related areas important to the respiratory care...

RESP 4400. Advanced Adult Respiratory Critical Care Techniques I. (2 cr.; A-F only; Every Summer) Students will focus on topics relevant to providing respiratory care to critically ill adults. There will be an emphasis on reviewing case examples of cardiopulmonary problems and therapeutic procedures. However, a multi-organ system-wide patient approach will be maintained. Advanced competencies in ventilator management and critical care monitoring procedures including hemodynamic monitoring will be assisted by laboratory experiences.

RESP 4401. Clinical Practicum IV: Advanced Adult Respiratory Critical Care. (1 cr.; A-F only; Every Fall) Clinical experiences in intensive care of patients including post-operative general-surgical, neurology/neurologic surgery ICU, trauma care, medical ICU, thoracic surgical ICU, inter-hospital transport and hemodynamic monitoring.


RESP 4400. Advanced Adult Respiratory Critical Care Techniques II. (1 cr.; A-F only; Every Fall) Students will focus on advanced topics relevant to providing respiratory care to critically ill adults. There will be an emphasis on reviewing complex case examples of cardiopulmonary problems and therapeutic procedures. However, a multi-organ system-wide patient approach will be maintained. Advanced competencies in ventilator management and critical care monitoring, diagnostics and therapeutic procedures will be assured by laboratory experiences. prereq: 4400

RESP 4501. Research Project I. (1 cr.; A-F only; Every Fall) Students in small groups will be responsible for devising, developing and undertaking a research project which would be suitable for submission either to a scientific meeting or for publication. This will include developing a research question, devising and submitting a research protocol, carrying out the research and reporting the findings in abstract and a short oral presentation. Research mentors will be assigned to allow guided independent study.

RESP 4502. Research Project II. (1 cr.; A-F only; Every Spring) Students in small groups will continue work on their chosen research project from RESP 4501. This project will be suitable for submission to either a scientific meeting or for publication. This will include developing a research question, devising and submitting a research protocol, carrying out the research and reporting the findings in abstract and a short oral presentation. Research mentors will be assigned to allow guided independent study.

RESP 4602. Grand Rounds. (2 cr.; A-F only; Every Spring) This capstone course reviews allied health clinical and professional issues over a broad spectrum and also allows reflection on caregiver roles. Presentations cover a wide range of topics that impact allied health practitioners and include global views of national health policy, economics, multiculturalism/diversity, ethical and legal problems, and challenging clinical cases. Group discussion sessions provide a forum for multidisciplinary review of cases in order to bring larger issues down to individual patient and family experiences. A key element of the course will be the opportunity to both experience and apply course topics through service learning activities.

RESP 4802. Health Care Delivery Systems and Finance. (3 cr.; A-F only; Every Spring) Students explore health care delivery systems including a review of health economics, third party and public reimbursement, and contemporary trends in health care organization, management and administration. Regulations, standards, quality assurance, accreditation and ethical issues are considered in the context of contemporary medical practice. Future implications for health care providers and professionals, patients and families, communities, and international health are included. This course will also provide an understanding of finance in the health care industry through a discussion of how the health care industry's financial information is interpreted and assessed. The course aims to make the language of health care finance understandable and relevant for students in health care professions.

RESP 4902. Leadership and Management in Health Professions. (2 cr.; A-F only; Every Spring) Students acquire background and skills in the business and administrative aspects of health care. Applications of business theory are applied to medical settings including organization models, reimbursement methodologies, information systems, staff scheduling, employee evaluation, accreditation agencies, productivity management, budget planning and group leadership.

Sociology (SOC)

SOC 1571. Introduction to Sociology. (DSJ,SOCS; 3 cr.; A-F or Audit; Every Fall) Introduction to foundational ideas and research techniques in sociology. Includes a critical engagement with core concepts, including the sociological imagination, socialization, culture, the interplay between individuals and institutions, and social stratification. prereq: concurrent registration is required (or allowed) in MATH 1161

SOC 1641. Social Justice and Ethical Decision Making. (CIV; 3 cr.; A-F or Audit; Every Spring) Utilizes foundational sociological concepts to systematically explore the role of policies, regulations, values, norms, and social structures in reinforcing or undermining inequality. Students will exercise decision-making in the context of ethical dilemmas regarding inequality, stratification, research ethics, and biomedical ethics.

SOC 3531. Health Policy in a Global Context. (GP,SOCS; 3 cr.; A-F or Audit; Fall Every Year) In this course, students will begin to explore the ways in which policy shapes the lives and health of individuals, and population health. By comparing the varying health issues faced by populations around the world, as well as the ways different countries seek to meet the health needs of their citizens, students will begin to place health policy in the United States within a global context. Specific topics may include: environmental and social determinants of health; globalization and its impact on health outcomes; health care providers, health care payers, and health care reform; and the effect of public policy on population health, as well as individuals’ mental and physical health.

SOC 3571. Drugs and Society. (DSJ,SOCS; 3 cr.; A-F or Audit; Spring Odd Year) This course will investigate a variety of causal factors for drug use, including environmental and biological, and situate these within their social, historical, and cultural contexts. Topics include drug use across cultures; social responses to drug use; drug use and race/class conflict; drug policy, legislation, and enforcement; drug treatment; and mass media images of drug use and related activities. prereq: [1571 or 1641] or instr consent

SOC 3581. Medical Sociology and Technology. (SOCS,TS; 3 cr.; A-F or Audit; Spring Every Year) This course will explore the complicated interplay among health, illness, disease, health care systems, technology, biomedical science, and society. This course utilizes the sociological perspective to investigate the personal, social, cultural, and organizational, and technological issues that influence the health of people in the United States.
and globally. Topics include the role that society plays in the development of medical technologies, as well as the impact of those technological developments on population health, individual health, and the field of medicine. prerequisite: [1571 or 1641] or instructor consent.

SOC 4721. Special Topics in Sociology. (TOPICS: 1-4 cr. [max 8 cr.]; A-F or Audit; Periodic Fall & Spring) In-depth study of special topics in sociology.

Sonography (SONO)

SONO 3011. Foundations of Sonography. (TS; 3 cr.; A-F only; Every Fall) This introductory course will provide the skills and knowledge necessary to begin a clinical rotation in an ultrasound department. Students will receive lectures and participate in lab exercises to help them understand basic anatomy, physics, instrumentation, ultrasound terminology, scanning techniques, image orientation, film labeling, and scanner controls.

SONO 3111. Abdomen I Sonography. (2 cr.; A-F only; Every Fall) This course will present the anatomy, physiology, laboratory values, pathology, and sonographic appearances of the prevertebral vessels, kidneys, and spleen. There will be a review of scanning protocols and scanning practice in a controlled environment which will integrate course material with clinical applications.

SONO 3112. Abdomen II Sonography. (3 cr.; A-F only; Every Spring) This course will use lectures and scanning labs to help students learn the anatomy, physiology, laboratory values, pathology, and sonographic appearances and scanning techniques for the liver, biliary tree and pancreas.

SONO 3113. Abdomen III Sonography. (2 cr.; A-F only; Every Summer) This predominantly Blackboard course will present the anatomy, pathophysiology, laboratory values, and sonographic appearances of the GI tract, retroperitoneum, peritoneum, chest cavity, abdominal wall, as well as emergency sonography, transplant sonography and interventional applications. Emphasis and practical application will be placed on topics most commonly encountered in a typical sonography department such as appendix, FAST Scan, hypertrophic pyloric stenosis, renal-pancreas, and liver transplant and ultrasound guided sterile procedures.

SONO 3121. Cross-Sectional Abdominal Anatomy. (1 cr.; A-F only; Every Fall) This predominantly online course will assist students in identifying abdominal and pelvic anatomical structures in cross-sectional imaging studies. After reviewing anatomical structures using standard anatomy illustrations, the corresponding Ultrasound, CT and MRI planar images will be demonstrated with a focus on location and spatial relationships to each other.

SONO 3201. Gynecologic Sonography. (2 cr.; A-F only; Every Fall) GYN Sonography is the first course of the obstetrics and gynecology (OB/GYN) curriculum. This course covers gynecologic anatomy, pathophysiology, and GYN ultrasound information. The curriculum includes the following topics: female pelvic anatomy and physiology, uterine, ovarian, and tubal pathology, infertility, and pelvic sonographic scanning techniques.

SONO 3301. Clinical Practicum I. (3 cr.; A-F only; Every Fall) This course is a 13-week clinical rotation in the following ultrasound areas: General, Vascular, and Obstetrics. Students will learn through observation, scanning, and application of knowledge obtained during didactic coursework and scanning labs. Students will be directly supervised.

SONO 3302. Clinical Practicum II. (5 cr.; A-F only; Every Spring) This course is a 16-week clinical rotation in the following ultrasound areas: General, Vascular, and Obstetrics. Students will learn through observation, scanning, and application of knowledge obtained during didactic coursework and scanning labs. Students will be directly supervised.

SONO 3311. Vascular Technology. (2 cr.; A-F only; Every Fall) Vascular I is the first course of the Vascular curriculum. This course provides the student with basic knowledge of the physics of duplex ultrasound imaging. Doppler concepts and machine instrumentation to prepare the student to perform carotid duplex exams and transcranial Doppler exams and identify normal and abnormal anatomy and physiology of the carotid system.

SONO 3312. Vascular Technology II. (3 cr.; A-F only; Every Spring) This course provides the student with the basic knowledge and skills necessary to perform duplex imaging of the abdominal arteries, lower extremity arteries and veins, and nonimaging testing of the peripheral vessels. Lectures and scanning labs include anatomy, pathophysiology, treatment, and testing techniques (including nonimaging vascular testing) for upper and lower extremity veins and arteries.

SONO 3313. Vascular Technology III. (1 cr.; A-F only; Every Summer) This course covers anatomy, pathology, treatment, indications, and scanning techniques necessary to perform duplex imaging exams of upper extremity arteries and veins, dialysis grafts and mapping, lower extremity venous insufficiency and perforator veins, and upper and lower extremity venous mapping. Test validation and QA statistics will also be explored.

SONO 3401. OB Sonography. (2 cr.; A-F only; Every Spring) This course provides the student with the necessary information to perform and aid in interpreting normal and abnormal obstetrical sonograms. The following topics will be presented: embryology, first trimester sonography, normal fetal anatomy, amniotic fluid, invasive procedures, assessment of fetal age and growth restriction, placenta, cord, membranes, high-risk pregnancy, indications and safety.

SONO 3403. Concepts Review and Case Studies. (2 cr.; S-N only; Every Summer) This course provides the student opportunities to review concepts taught throughout the curriculum by completing computerized review exams and case studies.

SONO 3503. Superficial Sonography. (2 cr.; A-F only; Every Summer) This course will present anatomy, physiology, laboratory values, pathology and sonographic appearance of the breast, neck, prostate and scrotum. Musculoskeletal ultrasound will also be introduced. There will be review of scanning protocols and practices.

SONO 4111. Ultrasound Physics I. (2 cr.; A-F only; Every Fall) This course provides the student with a general overview of diagnostic pulse-echo ultrasound imaging devices, basic mathematical concepts, and knowledge of the basic physics of ultrasound and its interaction with tissue.

SONO 4112. Ultrasound Physics II. (2 cr.; A-F only; Every Spring) This course provides the student with a detailed description of the physics and technology of diagnostic pulse-echo B-mode ultrasound imaging devices.

SONO 4201. Pediatric Sonography. (1 cr.; A-F only; Every Fall) This course provides the student with necessary information about the anatomy of the neonatal brain and pathologies of intracranial hemorrhage. Other pediatric pathophysiology are also presented including: pediatric renal/urinary tract disease, pediatric abdominal masses and neonatal hips and spines.

SONO 4301. Fetal Anomalies. (2 cr.; A-F only; Every Fall) The Fetal Anomalies course prepares students to define fetal pathologies and identify classic sonographic findings associated with cranial, thoracic, neck, GI, GU, skeletal, cardiac, and chromosomal fetal anomalies.

SONO 4303. Clinical Practicum III. (6 cr.; A-F only; Every Summer) This course is a 14-week clinical rotation in the following ultrasound areas: General, Vascular, Obstetrics, Vascular Testing Lab, and affiliate rotations. Students will learn through observation, scanning, and application of knowledge obtained during didactic coursework and scanning labs. Students will be indirectly supervised at the discretion of the Clinical Instructor.

SONO 4401. Clinical Practicum IV. (7 cr.; A-F only; Every Fall) This course is a 16-week clinical rotation in the following clinical areas: General,
Vascular, Obstetrics, Vascular Testing Lab, Neurovascular Lab, and Breast Imaging. Students will learn through observation, scanning, and application of knowledge obtained during didactic coursework and scanning labs. Students will be indirectly supervised at the discretion of the Clinical Instructor.

**SONO 4402. Clinical Practicum V.**
(8 cr.; A-F only; Every Spring) This course is a 17-week clinical rotation in the following clinical sites: General, Vascular, Obstetrics, Vascular Testing Lab, and selected specialty areas. Students will learn through observation scanning, and application of knowledge obtained during didactic coursework and scanning labs. Students will be indirectly supervised at the discretion of the Clinical Instructor.

**SONO 4501. Research Project & Publication.**
(1 cr.; A-F only; Every Fall)
This course provides the student with the opportunity to explore emerging technologies and advanced concepts in sonography through the completion of a research paper.

**SONO 4502. Research Project and Publication II.**
(1 cr.; A-F only; Every Spring)
This course provides the student with the opportunity to explore emerging technologies and advanced concepts in sonography through the completion of a poster to be submitted for competition at the Minnesota Society of Diagnostic Ultrasound (MSDU) Annual Spring Seminar, or the national SDMS meeting.

**SONO 4602. Professional Growth and Development.**
(1 cr.; A-F only; Every Spring)
This course provides the student with the opportunity to explore the many aspects of professionalism including: professional interactions, professional responsibilities, sonographer scope of practice, clinical practice standards, ARDMS credentialing requirements, legal issues, sonography lab expenses, interviewing and resume skills, and current sonographer issues.

**SONO 4802. Mock Exams.**
(1 cr.; S-N only; Every Spring)
Through a series of course reviews, mock registry examinations and information sessions, students are able to prepare for ARDMS examinations. Information on credentialing examinations, effective test-taking strategies, and ARDMS examination content are also provided. Students will be required to apply for and take the ARDMS Physics and Instrumentation board examination during the last part of Semester 5.

**WRIT 1512. Writing Studio II.**
(1 cr.; A-F or Audit; Every Fall & Spring)

**WRIT 3511. Communication Methods.**
(3 cr.; A-F only; Every Fall & Spring)
Theories/practices of interpersonal, small group, organizational, scientific, and technical communication. Theory and analysis of public presentation of information. Oral presentation skills. Visual communication. Small group work. Prereq: WRIT 1512 or instr consent

**WRIT 4721. Special Topics in Writing.**
(TOPICS; 3 cr. [max 6 cr.]; A-F or Audit; Periodic Fall & Spring)
In-depth study of special topics in writing.