University of Minnesota Rochester

2017-19 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.
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Rochester Campus
Health Professions B.S.
UM Rochester
UMR Chancellor's Office

• Program Type: Baccalaureate
• Requirements for this program are current for Fall 2017
• Required credits to graduate with this degree: 120 to 126
• Required credits within the major: 96 to 102
• This program requires summer terms.
• Degree: Bachelor of Science

The Bachelor of Science in Health Professions (BSHP) is an educational collaboration between the University of Minnesota Rochester and Mayo Clinic 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

Students applying to Echocardiography and Sonography must complete the patient care coursework that qualifies them to take the exam for one of the medical profession certifications listed below. Sonography students must also pass the relevant certification exam; Echocardiography students are only required to take the coursework. Students in the other programs are not required to complete a patient-care course, however applicants who have patient care experience will be more competitive. The following coursework/certifications meet the patient care requirement for Echocardiography and Sonography:
o Certified nursing assistant (CNA)
o Registered medical assistant (RMA)
o Registered nurse (RN)
o Licensed practical nurse (LPN)
o Certified EMT
do Respiratory therapist
do Radiologic technologist R.T.(R) or senior radiography student

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)

College Algebra
MATH 1110 - College Algebra with Physical Concepts [MATH] (3.0 cr)
or MATH 1111 - Precalculus with Physical Concepts [MATH] (3.0 cr)
or MATH 1171 - Calculus, Modeling, and Data I [MATH] (4.0 cr)

Chemistry with Laboratory
CHEM 1231 - Organic Chemistry I [PHYS] (4.0 cr)
or CHEM 2331 - General Chemistry I [PHYS] (4.0 cr)

Physics with Laboratory
PHYS 1251 - Physics I [PHYS] (4.0 cr)

Microbiology with Laboratory
BiOL 3344 - Microbiology [ENV] (4.0 cr)

Anatomy and Physiology
BiOL 2331 - Anatomy and Physiology I [BIOL] (4.0 cr)
BiOL 3332 - Anatomy and Physiology II (4.0 cr)

Psychology
PSY 1511 - Introduction to Psychology [SOCS] (3.0 cr)

Writing
WRIT 1511 - Writing Studio I (1.0 cr)
WRIT 1512 - Writing Studio II (2.0 cr)

Speech or Communication
WRIT 3511 - Communication Methods (3.0 cr)

Ethics
PHIL 1441 - Introduction to Ethics [CIV] (3.0 cr)
or SOC 1641 - Social Justice and Ethical Decision Making [CIV] (3.0 cr)

Medical Terminology
PHAR 1002 [UMTC Course] - Health Sciences Terminology (2.0 cr) or other 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 Clinic 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.

Echocardiography-Mayo Clinic 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] (2.0 cr)
ECHO 3101 - Cardiovascular Anatomy & Physiology (3.0 cr)
ECHO 3202 - Adult Echocardiography (6.0 cr)
ECHO 3301 - Clinical Practicum I (8.0 cr)
ECHO 3302 - Clinical Practicum II (7.0 cr)
ECHO 3403 - Echocardiographic Application (3.0 cr)
ECHO 3503 - Stress Echocardiography (2.0 cr)
ECHO 4111 - Ultrasound Physics I (2.0 cr)
ECHO 4112 - Ultrasound Physics II (2.0 cr)
ECHO 4211 - Congenital Heart Disease I (3.0 cr)
ECHO 4303 - Clinical Practicum III (6.0 cr)
ECHO 4401 - Clinical Practicum IV (8.0 cr)
Radiography
The radiography curriculum currently consists of a total of 62 credits.

Radiography-Mayo Clinic School of Health Sciences
The Bachelor of Science in Health Professions (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 an exciting and 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.

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

Respiratory Care-Mayo Clinic 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 option 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.
Sonography-Mayo Clinic 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 2017
- Required credits to graduate with this degree: 120
- Required credits within the major: 83 to 93
- Degree: Bachelor of Science

Rochester students majoring in the health sciences will receive an integrated education across the biological 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 BS 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.

Foundational Courses
BIOL 2311 - Integrative Biology [BIOL, TS] (4.0 cr)
BIOL 2331 - Anatomy and Physiology I [BIOL] (4.0 cr)
CHEM 1231 - Organic Chemistry I [PHYS] (4.0 cr)
CHEM 2331 - General Chemistry I [PHYS] (4.0 cr)
CLI 1711 - University Experience I (1.0 cr)
CLI 1712 - University Experience II (1.0 cr)
CLI 2522 - Community Collaboratory (3.0 cr)
CLI 2713 - Career Exploration in the Health Sciences (1.0 cr)
ENGL 1433 - Introduction to Literature [LITR] (3.0 cr)
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 2561 - Public Health: A Global Perspective [GP] (3.0 cr)
SOC 1571 - Introduction to Sociology [SOCS, DSJ] (3.0 cr)
WRIT 1511 - Writing Studio I (1.0 cr)
WRIT 1512 - Writing Studio II (2.0 cr)

Additional Required Coursework

Ethics
PHIL 1441 - Introduction to Ethics [CIV] (3.0 cr)
or SOC 1641 - Social Justice and Ethical Decision Making [CIV] (3.0 cr)

Communication
WRIT 3511 - Communication Methods (3.0 cr)
or COMM 2711 - Communication in Professional Contexts (3.0 cr)

Language
SPAN 1521, SPAN 1522, SPAN 2521 can be replaced by a Spanish proficiency exam or an approved alternative language assessment.
SPAN 1521 - Spanish I (3.0 cr)
SPAN 1522 - Spanish II (3.0 cr)
SPAN 2521 - Spanish III (3.0 cr)
or an approved alternate language

Quantitative Reasoning
Take 2 or more course(s) from the following:
• MATH 1110 - College Algebra with Physical Concepts [MATH] (3.0 cr)
• MATH 1111 - Pre-calculus with Physical Concepts [MATH] (3.0 cr)
• MATH 1171 - Calculus, Modeling, and Data I [MATH] (4.0 cr)
• MATH 2161 - 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:

Biological and Physical Sciences
Take 1 or more course(s) from the following:
• BIOL 3321 - Biochemistry (3.0 cr)
• BIOL 3332 - Anatomy and Physiology II (4.0 cr)
• BIOL 3311 - 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)
• CHEM 4333 - Physical Chemistry (3.0 cr)

• Humanities, Public Health and Social Sciences
Take 1 or more course(s) from the following:
• ENGL 3471 - Gender and Sexuality Studies [DSJ] (3.0 cr)
• 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 3510 - Human Development across the Lifespan (3.0 cr)
• PSY 3512 - Principles of Abnormal Psychology (3.0 cr)
• PSY 4512 - Social 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)

Capstone
Proposal & Reflection
CLI 3712 - Capstone Proposal Writing (1.0 cr)
CLI 4713 - Capstone Reflections I and II (2.0 cr)
or CLI 4711 - Capstone Reflections I (1.0 cr)
CLI 4712 - Capstone Reflections II (1.0 cr)

Activities

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Information current as of November 27, 2017

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Student must complete a minimum of 6 additional credit hours of upper-division (3xxx+) coursework. These credits cannot be used to satisfy any other program requirements.
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POLICY STATEMENT

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

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

A. Probation

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

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

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

B. Suspension

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

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

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

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

**Exclusions**

This policy is not applicable to the Crookston or Duluth campuses.

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**REASON FOR POLICY**

Units have a responsibility to identify students who are unlikely to earn degrees and terminate their enrollment. This practice preserves the resources of the unit and the student. Standardizing the eligibility criteria for academic probation and suspension allows for greater understanding and consistent application of probation and suspension across units. Students need to have clearly articulated processes for being placed on and removed from probation or suspension. 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**

- Student Services Contact Information

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**FREQUENTLY ASKED QUESTIONS**

1. **Can a student who is suspended enroll in courses at the University of Minnesota during the suspension period?**

   No, students who are suspended may not enroll in courses at the University of Minnesota until their suspension is complete. At the University of Minnesota, Twin Cities the suspension period also includes not being eligible to enroll in courses offered through the College of Continuing Education (CCE). The suspension period applies to all academic terms within the suspension period, including May term and Summer Session.

2. **Is a contract required for probation?**

   No, use of a contract for probation is determined by the college or campus. Students should contact their college office to determine if a contract is required.

3. **What is the difference between an optional probation contract and a mandatory returning after suspension contract?**

   The optional contract for probation is just that, optional; some colleges or campuses employ these while others do not. After a student has been suspended, however, there must be a written contract provided by the college or campus outlining what performance will be necessary to return to full, unrestricted student status.
CONTACTS

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<td>Primary Contact(s)</td>
<td>Sue Van Voorhis</td>
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</tr>
<tr>
<td>Rochester 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>
</tr>
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</table>

See also Student Services Contact Information.

DEFINITIONS

Contract
A formal, written document that specifies both the corrective action and associated timeline, and expectations of student performance.

Evidence of changes in circumstances
A student is able to demonstrate via a transcript that the student is academically ready to resume work at the University of Minnesota.

Probation
A student is performing poorly academically and is “on notice” that further performance decline (or lack of improvement) will result in more severe consequences (suspension).

Suspension
A period of time (one year) where a student is not allowed to take any course work at the University of Minnesota.

RESPONSIBILITIES

There are no specified responsibilities related to this policy.

RELATED INFORMATION

- Crookston Policy: Academic Progress/Probation
- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

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

Amended:
January 2011 - Title updated to reflect that Policy applies to Undergraduate Students and remove Crookston from the policy title and scope.

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

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

Each campus will develop and maintain processes for the good faith review and resolution of student academic complaints that will:

- encourage informal resolution of alleged violations at the lowest unit level;
- allow for a formal resolution mechanism if not resolved informally; and
- provide for appeal to a final decision maker.

The final decision following appeal is not appealable further within the University.

Scope

Student academic complaints are brought by students regarding the University's provision of education and academic services affecting their role as students and must be based on a claimed violation of a University rule, policy, or established practice.

Student academic complaints do not include student complaints regarding:

- their University employment
- disciplinary action under Board of Regents Policy: Student Conduct Code
- grades
- University admission decisions

Relief Available

Resolution of complaints under this policy may include student reinstatement or other corrective action for the benefit of the student, including refunds, but may not award monetary damages, or direct disciplinary action against any employee of the University.

This policy does not limit the University’s right to change rules, policies, or practices related to the provision of academic services and education.

REASON FOR POLICY

To implement Board of Regents Policy: Conflict Resolution Process for Student Academic Complaints, and to comply with law, including Title IX. This policy provides a framework for resolving student academic complaints that is simple and fair and allows for both informal and formal resolution of conflicts. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.
PROCEDURES

- UMC Student Academic Grievance Procedures
- Conflict Resolution Process for Student Academic Complaints: Twin Cities
- Duluth: Student Academic Complaint Resolution
- Morris: Student Academic Grievance Procedure (see page 44)
- Rochester: Grievance Procedures

FORMS/INSTRUCTIONS

- UM 1698 - Student Academic Complaint

APPENDICES

- Guidelines for Colleges: Hearings Under the Conflict Resolution Process for Student Academic Complaints: Twin Cities

FREQUENTLY ASKED QUESTIONS

1. I am a student with a complaint, and I don't know where to direct it. Where can I get information and advice?

   The University of Minnesota takes student complaints and grievances seriously and has processes in place to ensure that complaints and addressed appropriately and in a timely manner. Helpful resources and information about the channels for student complaints are provided on the One Stop student services web site.

2. I don't agree with the grade I received from my instructor. Is there anything I can do?

   While grades are not subject to complaint, you are entitled to an explanation for the grade assigned. If you are not able to get an explanation for the grade from your instructor, consult the appropriate director for undergraduate students or department chair. Students also may wish to seek assistance from the Student Conflict Resolution Office. An instructor's judgment is assigning a grade is not a subject for a formal hearing, and can only be reviewed through these informal processes.

3. I have been dismissed by my college for academic reasons. What steps can I take to challenge the dismissal? What is my enrollment status while the dispute is pending?

   If your college or program has an appeal process for dismissals, you must follow that process before filing a student academic complaint. Your enrollment continues while the appeal is pending. If your appeal is denied, your enrollment ends and you may file a student academic complaint at that point. If your academic complaint is successful, you then would be reinstated as a student.

4. A student has a complaint about sexual harassment by a University employee. Where should the student go?

   A student with a complaint of sexual harassment by a University employee (1) can seek assistance from the campus equal opportunity office (see Administrative Policy: Sexual Harassment) or (2) can bring a student academic complaint under this policy and procedure, where applicable. If the student chooses the latter, the University will provide training for resolving the complaint under this procedure to all administrators and other staff who are authorized to investigate or resolve student complaints of sexual harassment. Colleges can contact the Office of General Counsel (612-624-4100) or the campus's equal opportunity office to arrange the training.

CONTACTS
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<tr>
<td>Primary Contact(s)</td>
<td>Jennifer Reckner</td>
<td>612-624-3970</td>
<td><a href="mailto:reckn001@umn.edu">reckn001@umn.edu</a></td>
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<tr>
<td></td>
<td>(undergraduate)</td>
<td>612-625-2815</td>
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<tr>
<td></td>
<td>Karen Starry</td>
<td></td>
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<tr>
<td></td>
<td>(graduate)</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td>Morris</td>
<td>Bart Finzel</td>
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</tr>
<tr>
<td>Rochester</td>
<td>Lori Carrell</td>
<td>507-258-8006</td>
<td><a href="mailto:jcarrell@r.umn.edu">jcarrell@r.umn.edu</a></td>
</tr>
</tbody>
</table>

**DEFINITIONS**

**Student Academic Complaint**
Complaints brought by students regarding the University's provision of academic services and education affecting their role as students.

**Sexual Harassment**
Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment in any University activity or program.

**RESPONSIBILITIES**

**Academic Complaint Officer**
Comply with the Conflict Resolution Process for Student Academic Complaints procedures.

**Chancellor**
Ensure that campus has processes consistent with policy.

**College**
Schedule a hearing should the Academic Complaint Officer refer the matter to a College Hearing Panel.

**Office of the General Counsel**
Provide legal advice to the University and provide legal representation to the University respondent when the student is represented by a lawyer.

**Executive Vice President and Provost**
Ensure that campus has processes consistent with policy.

**RELATED INFORMATION**

- Board of Regents Policy: Conflicting Resolution Process for Student Academic Complaints
- Higher Learning Commission, Criteria and Requirements for Accreditation

**HISTORY**

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

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

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

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

Minimum requirements for credits in residence are as follows:

**Undergraduate (baccalaureate) degree**
1. At least 30 semester credits.
2. At least 15 credits of the last 30 credits.
3. At least half of upper-division (3xxx-level or higher) credits that satisfy major requirements (major requirements includes all courses required for the major, including courses in a subplan).

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

**Undergraduate certificate**
5. At least 3 upper-division credits that satisfy requirements for the certificate at the campus that will award the certificate.
6. Crookston only: At least 50% of the course credits required for the certificate must be taken at the Crookston campus.

The Executive Vice President and Provost may, under extraordinary circumstances, waive the requirements in sections 2 through 5 above. The Chancellor for the Crookston campus may, under extraordinary circumstances, waive the
requirement in section 6. The requirement in section 1 may not be waived.

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

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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

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

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

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

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</table>
DEFINITIONS

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

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

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

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

RESPONSIBILITIES

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

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

RELATED INFORMATION

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

HISTORY

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

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

Amended:
December 2009 - Policy now applies to Crookston.

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

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

A. Standards for Class Schedules

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

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

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

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

B. Twin Cities Campus Standard Schedule and Class Periods

1. Monday - Friday Standard Class Periods

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

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

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

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

2. Classes designed exclusively for graduate and/or post-baccalaureate professional students on the Twin Cities campus are exempt from the scheduling requirements in this policy, if held in a room under the control of the department. Clinically based Academic Health Center (AHC) courses in AHC rooms may be scheduled at non-standard times on the Twin Cities campus. Departments should schedule classes so that students have reasonable access to courses inside and outside the department.

3. Distribution of meeting times
Colleges must distribute classes evenly throughout the day. Non-compliant colleges must change class meeting times to meet distribution requirements.

4. Distribution of meeting patterns

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

5. Distribution of enrollments

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

6. Distribution calculations

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

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

7. Standard Class Meeting Times

<table>
<thead>
<tr>
<th>Period</th>
<th>Minneapolis Campus</th>
<th>St. Paul Campus</th>
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<tbody>
<tr>
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<td>A Times (M T W Th F)</td>
<td>B Times (T Th only)</td>
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<td>I</td>
<td>08:00 - 08:50</td>
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<td>V</td>
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<td>VIII</td>
<td>15:35 - 16:25</td>
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<tr>
<td>IX</td>
<td>16:40 - 17:30</td>
<td>17:10 - 18:00</td>
</tr>
</tbody>
</table>

8. Colleges are permitted to request classes during non-standard times. These requests must be approved by the college associate dean and the Office of Classroom Management; in case of a disagreement, final authority to grant a variance rests with the Executive Vice President and Provost's office.

9. Standard Scheduling Rules for Classes Carrying 1-5 Credits.
The following rules do not apply to the length of labs, film classes, performing arts classes, or specialized class components, but such classes must begin according to the schedule in Section 1.

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

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

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

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

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

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

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

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

REASON FOR POLICY

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

PROCEDURES

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

There are no forms associated with this policy.

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

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

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

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

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

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

RESPONSIBILITIES

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

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

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

HISTORY

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

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

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

Effective:
April 2009
POLICY STATEMENT

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

1. Departments and colleges must use 4-digit course numbers using the system in the Appendix to this policy.
2. Students should use the course numbering system to assist in selecting courses to advance them toward their degree.
3. **Use of 4xxx Courses in Graduate Programs:** Graduate programs may accept University 4xxx-level course credits as graduate courses. A maximum of nine credits of 4xxx-level course work may be used to satisfy the doctoral or master’s course credit requirement, but individual graduate programs may impose a lower maximum. A graduate program may restrict the use of 4xxx courses in the program (e.g., by stipulating that only certain 4xxx courses may be counted). A graduate program has the authority to establish its curricula and the requirements for its academic programs.
4. **6xxx and 7xxx Courses:** 6xxx and 7xxx courses are to be used primarily for post-baccalaureate professional programs (e.g., D.D.S., J.D.). It is at the discretion of a graduate program whether it will accept University 6xxx- and 7xxx-level course credits as satisfying degree requirements. Similarly, it is at the discretion of a professional program whether it will accept University 5xxx- and 8xxx-level course credits as satisfying degree requirements. Those departments or programs offering courses for degrees that span graduate and professional education may determine how to best number courses in their curriculum.
5. **Alphabetic Suffixes:** No alphabetic suffixes other than those already in place at the time this policy is adopted (April 2009) may be used (see the FAQ).
6. Graduate programs must use the standard numbering conventions for all thesis credit courses (see Appendix).
7. Graduate programs will use the all-University numbering conventions for other kinds of courses (see Appendix for xx91 – xx98 courses).
8. Thesis credit courses (see Appendix) and xx91 – xx98 are examples of courses that students may repeat for credit.
9. Use of a zero as the last digit of a course number should be reserved for other kinds of courses that may be repeated for credit (e.g., "topics" courses).

**Exclusions**

This policy is not applicable to the Duluth campus.
MINNESOTA LAW REQUIRES THE UNIVERSITY TO HAVE A COURSE NUMBERING CONVENTION TO DISTINGUISH REMEDIAL, LOWER DIVISION, UPPER DIVISION, AND GRADUATE LEVEL COURSEWORK. CONSISTENT USE OF THE COURSE NUMBERING SYSTEM HELPS STUDENTS SELECT AND SEQUENCE THEIR COURSES AND HELPS THOSE WHO VIEW A STUDENT’S TRANSCRIPT TO IDENTIFY THE LEVEL OF COURSES THAT APPEAR ON THE TRANSCRIPT.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

- Course Numbering System

FREQUENTLY ASKED QUESTIONS

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

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DEFINITIONS

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

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

**Independent Study**
A course in which a student enrolls in an established course but studies independently under an instructor’s guidance rather than attending class. Independent study courses may be taken for variable credit and special permission is needed for enrollment.
Remedial
Remedial courses are intended to correct or improve deficient skills and knowledge in a specific subject. 0xxx courses are remedial courses that do not carry credit.

RESPONSIBILITIES

There are no responsibilities related to this policy.

RELATED INFORMATION

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

HISTORY

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

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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

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

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

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

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

<table>
<thead>
<tr>
<th>Subject</th>
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</tr>
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<tbody>
<tr>
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<td>Morris Campus</td>
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</tr>
</tbody>
</table>

## DEFINITIONS

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

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

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

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

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

## RESPONSIBILITIES

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

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

## RELATED INFORMATION

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

## HISTORY
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION

SECTION I. GUIDING PRINCIPLES.

The following principles shall guide the commitment of the University of Minnesota (University) to equity, diversity, equal opportunity, and affirmative action:

(a) Consistent with its academic mission and standards, the University is committed to achieving excellence through equity and diversity.
(b) A diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society.
(c) Equal educational access is critical to preparing students for the responsibilities of citizenship and civic leadership in a heterogeneous society.
(d) As a community of faculty, staff, and students engaged in research, scholarship, artistic activity, teaching and learning, or the activities that support them, the University seeks to foster an environment that is diverse, humane, and hospitable.
(e) In partnership with community groups, the University is committed to serving the state, the nation, and the world through its outreach and public service.

SECTION II. IMPLEMENTATION.

The University shall:

(a) provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression;
(b) advocate and practice affirmative action consistent with law, including the use of recruiting and search processes to enhance participation of racial minorities, women, persons with disabilities, and protected veterans;
(c) establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment;
(d) provide equal educational access to members of underrepresented groups and develop affirmative action admissions programs, where appropriate, to achieve the University’s educational mission; and
(e) promote and support equity and diversity through its academic programs, its employment policies and practices, its delivery of services, and purchase of goods, materials, and services for its programs and facilities from businesses of the diverse communities it serves.
SECTION III. MONITORING.

The president or delegate shall set performance goals consistent with this policy and law; remedy any discriminatory practice that deviates from this policy; and assess and reward the performance of individuals and units using the University's critical measures for the equity and diversity performance goals as part of the University's planning and budget process.
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
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate.

There are no forms associated with this policy.

APPENDICES

There are no appendices related to this policy.

FREQUENTLY ASKED QUESTIONS

There is no FAQ related to this policy.

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DEFINITIONS

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

RESPONSIBILITIES

There are no specified responsibilities related to this policy.

RELATED INFORMATION

- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

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

Amended:
December 2009 - Policy now applies to Crookston.

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

A. Establishment and Use of University Grading Systems

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

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

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

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

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

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

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

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

B. Permanent Grades for Academic Work for Credit

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
</tr>
</tbody>
</table>
2. These definitions apply to grades awarded to students who are not enrolled in graduate, post-baccalaureate, and professional programs, but the grade points are the same no matter the level or course of enrollment.

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

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

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

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

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

2. 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 the college, within a year of graduation, to complete the work in the course and receive a grade. The degree GPA is frozen upon graduation but the cumulative GPA will reflect the change in GPA if a student chooses to complete the work and change the I to a grade within a year of graduation.

8. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s).

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

E. Other Transcript Symbols

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

2. Withdrawing from a course.
   a. There will be a symbol W, withdrawal, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (Crookston) or the third through tenth week of class (Morris, Rochester, Twin Cities) or during the second or third weeks of summer sessions.
   b. If a student officially withdraws from a course during the first two weeks of classes, there will be no record of that course registration entered on the student's transcript.
   c. One-time late withdrawal: Each student may, once during an undergraduate enrollment, withdraw from a course without college approval, and receive the transcript symbol W, after the deadline for withdrawal and at any time up to and including the last day of instruction for that course. A student may not withdraw after completing the final examination or equivalent for a course.
   d. Except as provided in the preceding section, withdrawal after the deadlines will require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

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

4. Course in progress. There will be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.
5. **No grade reported.** There will be a symbol NR, administratively assigned to indicate that a grade was not reported for the course. The NR does not carry any GPA points.

### F. Other Provisions

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

2. All grades for academic work are based on the quality of the work submitted, not on hours of effort. Instructors have the responsibility and authority to determine how final grades are assigned, including, in classes where they use numeric scores, the method that will be used to translate numeric scores into letter grades. (Examples: the instructor may decide that 90% equals an A, 80% a B, and so on, or the instructor may decide that the top 10% of the scores will receive an A, the next 20% a B, and so on.)

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

4. When a student graduates, no further changes to the student's transcript will be made (to that portion of the transcript related to the program from which the student graduated) except as expressly allowed under the provisions of this policy.

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

6. **Repeating courses.**
   a. An undergraduate student may repeat a course only once (except as noted in section 6(c)). The college offering the course may grant an exception to this provision. [Morris only] Students who receive a grade of S or C or higher may repeat a course only if space permits.
   b. When a student repeats a course before receiving the degree, (a) both grades for the course will appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course will count in the student's grade point average.
   c. Provisions 6 (a) and (b) of this policy will not apply to courses (1) using the same number but where students study different content each term of enrollment and (2) to courses designated as "repetition allowed."
   d. If an undergraduate student repeats a course after the degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
   e. Bracketing is the practice of not including a course in the calculation of a student's GPA and not counting the course as satisfying any degree requirements, including electives, because a student has repeated a course. When a student repeats a course, all prior attempts are bracketed and only the most recent attempt counts (except as provided in 6 (c)). No department or college may bracket the courses of another department or college for any reason other than course repetition. An F may not be bracketed with an N. A University course may not be bracketed with a course taken at another institution. The Graduate School does not bracket courses.
   f. When a student enrolled in the Graduate School repeats a course, provisions 6(a) and (b) apply, but all grades for the course will be counted in the student's grade point average.

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

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

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

10. **Compiling and reporting grading data.**
    a. Data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and on overall collegiate grade point averages will be prepared for grades awarded each Fall Semester. Data should be reported for all undergraduate students. Cells in the
tables with fewer than 10 grades should be suppressed, in order to protect the privacy of students, but the numbers should be included in the totals.

b. The Office of Institutional Research will produce the required tables and provide them to the chair of the Senate Committee on Educational Policy and to the Office of the Executive Vice President and Provost.

c. The data tables and graphs required in 10 (a) and (b) will be reported annually to the Faculty Senate. These data should also be provided to all deans and department heads and made available to faculty and students.

11. All colleges and campuses will publish each term a dean's list, consisting of students who achieved a 3.666 GPA or higher and who completed a minimum of 12 credits on the A-F grading system. There will be a transcript notation for each term that a student achieves the dean's list. Students who have chosen to suppress all their public information (which includes academic awards and honors) will not be included on the published dean's list.

12. Alternative grading systems.

a. Only the Senate Committee on Educational Policy will have the authority to grant to individual colleges or campuses permission to use alternative grading methods outside the provisions of this official University system, for a specified period (but no longer than five years), and only for the purpose of experimenting with a new grading system for possible system-wide adoption. Such permission may be granted if the proposal does not interfere significantly with the registration options of students from other colleges, campuses, and programs. Such alternative systems will be reported for information to the University Senate as soon as permitted and, after the specified period, will be re-evaluated, either to be discontinued, or with University Senate approval on recommendation from the Senate Committee on Educational policy, made part of the system-wide policy. Except for the provisions of this section 6, no college or program may use any grading system except for the one contained in this policy.

b. Because alternative grading systems, once used, must be maintained by the University forever afterward (to preserve the integrity of the transcripts), the Senate Committee on Educational Policy will rarely grant permission for alternative grading systems. It will consider doing so only when (1) those who propose it can make a persuasive case that the alternative is a more accurate and effective way to measure and record student academic performance, and (2) there is strong reason to believe that the proposal will be useful to all colleges and campuses of the University (except the Law School and Medical School).

Exclusions

This policy is not applicable to the Duluth campus.

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
FREQUENTLY ASKED QUESTIONS

- Grading and Transcripts FAQ

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

DEFINITIONS

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

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

RESPONSIBILITIES

**Office of the Registrar**
Maintain the transcript

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

RELATED INFORMATION

- Board of Regents Policy: [Conflict Resolution Process for Student Academic Complaints](#)
- Board of Regents Policy: [Student Conduct Code](#)
- Administrative Policy: [Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Morris, Rochester](#)
- [Office for Community Standards](#)
- [Request for Official Transcript](#)
Have a good faith belief there has been a violation of University policy? Please report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

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

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

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

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

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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

PROCEDURES

There are no procedures related to this policy.
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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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: Promoting Timely Graduation by Undergraduates: Twin Cities, Crookston, Morris, Rochester

HISTORY

Amended:
December 2009 - Policy now applies to Crookston.

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

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

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

2. Students may return before the expiration of their leave. Whether the student returns early or at the expiration of the leave, colleges may condition the timing of readmission to a program on availability of space.

3. Except as provided in 3a, undergraduates who fail to register for a term (excluding summer) and who have not been granted a leave of absence, or whose leave of absence has expired, will be discontinued.
   a. Morris only: Undergraduates who fail to register for two terms (excluding summer) and who have not been granted a leave of absence, or whose leave of absence has expired, will be discontinued.

4. Students who are discontinued must contact their college office to obtain approval for readmission to a program and register for another term. Students in good academic standing at the time they were discontinued normally will be allowed to return.

5. A student who has left the University without a leave of absence for more than two consecutive terms (not including summer session) may be held to new program requirements upon returning to the University. A student returning within two terms (fall and spring) or less will be allowed to follow the program requirements in place when they left the University.

6. Readmission following a leave of absence or break in enrollment may be denied based on crimes or other serious misconduct that would have been grounds for suspension or expulsion had the student engaged
Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

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

APPENDICES

- Student Services Contact Information

FREQUENTLY ASKED QUESTIONS

- Leave of Absence and Readmission for Undergraduates FAQ

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<tr>
<td>Student Services Contact Information</td>
<td>List of Contacts</td>
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DEFINITIONS

Discontinued
Undergraduates who have not been granted a formal leave of absence or who do not register for one term (excluding summer session) will be discontinued (two terms for Morris). Students who are discontinued are no longer active in their program (inactive status).

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

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

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

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**RESPONSIBILITIES**

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

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

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**RELATED INFORMATION**

- Board of Regents Policy: [Student Conduct Code](#)
- [Higher Learning Commission, Criteria and Requirements for Accreditation](#)

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**HISTORY**

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

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

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

**Effective:**
April 2009
POLICY STATEMENT

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

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

2. Voting in a regional, state, or national election is not an unavoidable or legitimate absence.

3. Instructors are expected to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution (see December 2005 Board of Regents Minutes, p 147.)

4. For circumstances not listed in (1), the instructor has primary responsibility to decide on a case-by-case basis if an absence is due to unavoidable or legitimate circumstances and grant a request for makeup work.

Notification, Verification of Absences, and Make-up Work

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

7. The instructor has the right to request verification for a single episode medical absence if (i) the student has had more than one single episode medical absence in the class, or (ii) the single episode medical absence involves missing laboratory sessions, exams or important graded in-class assignments.

8. The instructor may not penalize the student and must provide reasonable and timely accommodation or opportunity to make up missed work, including exams or other course requirements that have an impact on the course grade if the student:
   - Was absent due to circumstances identified in (1);
   - Has complied with the notification requirements; and
   - Has provided verification if the instructor has requested further information.

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

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

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

**Appeals**

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

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

**Special Situations**

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

**Exclusions**

This policy does not apply to the Duluth campus.

**REASON FOR POLICY**

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

**PROCEDURES**

There are no procedures associated with this policy.

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

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

- Makeup Work for Legitimate Absences FAQ

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</tbody>
</table>

DEFINITIONS

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

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

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

RESPONSIBILITIES

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

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

RELATED INFORMATION
Related Administrative Policies

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

Other Related Information

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

HISTORY

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

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

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

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

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

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

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

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

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

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

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

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

REASON FOR POLICY

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

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

FORMS/INSTRUCTIONS

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

APPENDICES

- Persons And Institutions That May Receive Information Without Student Permission

FREQUENTLY ASKED QUESTIONS

There is no FAQ associated with this policy.

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<td>FERPA</td>
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<td>612-626-1754</td>
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<td></td>
<td>Susan McKinney</td>
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<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 Information Security Breaches

HISTORY

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

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

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

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

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

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

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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

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

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

CONTACTS

<table>
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<tr>
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<th>Phone</th>
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<tbody>
<tr>
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<td>Stacey Tidball</td>
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<td>Karen Starry</td>
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<td><a href="mailto:kmyers@crk.umn.edu">kmyers@crk.umn.edu</a></td>
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<td>Morris Campus</td>
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<td><a href="mailto:lcarrell@r.umn.edu">lcarrell@r.umn.edu</a></td>
</tr>
</tbody>
</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 the first sessions of courses for which they have registered, or seek prior approval from the instructor if they are unable to attend. Use the course registration system to drop a course they have registered for but will not be attending.

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

RELATED INFORMATION


HISTORY

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
POLICY STATEMENT

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

A. Declaring a Major

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

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

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

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

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

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

B. Course Registration

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

C. Graduation Clearance

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

D. Degree Program Requirements

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

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**REASON FOR POLICY**

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

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**PROCEDURES**

- [Administrative Degree Clearance: Twin Cities, Rochester]

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**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

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**APPENDICES**

- [Administrative Degree Clearance Matrix]

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**FREQUENTLY ASKED QUESTIONS**

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

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**DEFINITIONS**

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

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

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

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

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

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

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

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**RESPONSIBILITIES**

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

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

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**RELATED INFORMATION**

- [Higher Learning Commission, Criteria and Requirements for Accreditation](#)

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**HISTORY**

Amended:
January 2016 - Comprehensive Review, Major Revision. 1. Incorporates content from Declaring and Pursuing and Undergraduate Degree, which will be retired. 2. Provides more detail around the expected timelines for declaring the major. 3. Specifies that a hold may be placed on a student record if the declaration of the major is not timely. 4. Requires degree programs to have curricular sample plans to graduate in four years.
Amended:
December 2009 - Policy now applies to Crookston.

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

Effective:
April 2009

Supercedes:
Policy of Academic Progress of Undergraduates

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

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

A. Examinations During the Term

1. Examinations during the term (e.g., mid-terms) will normally be given only during the regular class sessions, except that make-up exams may be given at other times arranged to accommodate student class schedules. Exams may be held at times other than the regularly scheduled class period only under unusual circumstances, and only if approved by the dean of the college in consultation with the Vice Provost and Dean of Undergraduate Education or the appropriate decision-making office on the system campuses. Any regularly scheduled examination to be held outside of regular class time must be listed in the published class schedule.

2. Accommodation must be provided by the examining department(s) to any student who encounters an academic conflict, such as between an examination scheduled outside of regular class time and the regular class period of another course, or between two exams scheduled to be held simultaneously outside of regular class time.

3. Comprehensive examinations, which require reflection, study, and application of the work of the entire semester, are strongly encouraged, but must be given during the final examination period. The only examinations allowed during the last week of classes are those equivalent in scale, scope, length, and percent of grade to other examinations given in that class during the term. Although late-semester examinations may rely on cumulative knowledge of the work of the course during the semester, such examinations must not be comprehensive in nature if they are given prior to the final examination period. In a course where only one examination is given during the term, that examination must be given during the final examination period.

4. Take-home examinations are specifically exempted from this section of the policy.

B. Final Examinations

1. All classes that normally permit undergraduates to enroll will follow the standard examination schedule. Final examinations on the Twin Cities campus will extend over a six-day period. It is not a violation of this policy for a faculty member to use secure online test-taking, authorized by the academic unit, that permits students to take an exam at a time of their choosing rather than at a scheduled final examination time. System campuses will each determine the length of their final examination period.

2. Final examinations normally will be two clock hours (120 minutes) long.

3. Instructors may schedule longer examinations with the approval of their department, which will arrange longer use of the examination room with the appropriate campus scheduling office. Instructors and departments must decide in advance of scheduling a course if the examination is to exceed two hours,
and must work with the campus office that schedules central classrooms on scheduling the location of the exam. Any examinations that exceed two hours must be noted in the class schedule, in order that students are informed and can try to fit the longer examination in their schedule of final examinations. Accommodation must be provided by the examining department to any student who encounters a conflict with another final examination because of this lengthened examination time.

4. Instructors may offer take-home final examinations (but see 7(c) below).

5. For courses that do not run for a full semester, the final examination will be administered (or due, in the case of take-home or other out-of-class examinations) on the last day of the course, except that short courses that end with the semester may use the final exam time scheduled for that course.

6. The requirement that the final examination period on the Twin Cities campus be six days will not apply to units that have been granted an exemption from the University calendar by the Senate Committee on Education Policy.

7. Final examinations at times other than regularly scheduled:
   a. **Examinations outside the final examination period.** Instructors are permitted to schedule their final examinations outside of the scheduled examination days only under extraordinary circumstances and with the approval of their dean and the campus academic officer. (For the Twin Cities, this is the Vice Provost and Dean of Undergraduate Education.)
   b. **Moving an examination within the final examination period.** When an instructor and students conclude they wish to move the final examination for the course to a different time and/or day during the final examination period, the change must be (1) proposed by the instructor, (2) have the concurrence of the department chair, and (3) must be approved unanimously by written secret ballot by students in class when the vote is taken.
   c. Laboratory practicums may be given during the final week of classes during the normal lab period, and take-home or other out-of-class finals may be distributed prior to the final exam period but may not be due before the scheduled final exam for that course.
   d. Students with final examination conflicts, or with three (or more) final examinations in one calendar day, will be expected to notify and provide documentation to instructors as soon as possible during the term. Instructors are expected to make appropriate accommodation to eliminate the conflict. In the event none of the instructors agrees to make appropriate accommodation, the student should contact the student’s advisor. If a student has three or more examinations in one day because one exam date was changed, the instructor who changed the exam must make the accommodation. Note: this section does not cover cases where a student has three (or more) examinations within a 24-hour period, only cases where the student has three (or more) examinations from morning to evening the same day.
   e. **Summer term final examinations.** Final examinations for summer terms will be scheduled during the regular meeting time of the course on the last day.

C. Study Days

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

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

1. No classes will be permitted after the last scheduled day of instruction for that term/semester for any course that normally includes undergraduate students. Instructors may not schedule classes on a Study Day.
2. Instructors may not hold a regular class during the final examination period (which can interfere with students’ other exams) and may not hold a class during the first hour of the examination period and then conduct the final examination during the remaining hour(s).
3. No University-sponsored extra-curricular events, which require the participation of students, may be scheduled from the beginning of Study Day to the end of Final Examinations. Exceptions to this policy may be granted ONLY by the Senate Committee on Educational Policy. Instructors must provide an alternative and timely opportunity for students to complete course requirements they were unable to complete because of an absence permitted by this policy.

Exclusions

This policy is not applicable to the Duluth campus.
Special Situations

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

REASON FOR POLICY

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

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

There are no FAQs associated with this policy.

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

DEFINITIONS

Study Day

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

There are no specific responsibilities associated with this policy.

RELATED INFORMATION

- Administrative Policy: Makeup Work for Legitimate Absences

HISTORY

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

Amended: December 2009 - Policy now applies to Crookston.

Effective: April 2009
STUDENT CONDUCT CODE

SECTION I. SCOPE.

This policy applies to all students and student groups at the University of Minnesota (University), whether or not the University is in session.

SECTION II. GUIDING PRINCIPLES.

(a) The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University.

(b) The University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

(c) The University is dedicated to responsible stewardship of its resources and to protecting its property and resources from theft, damage, destruction, or misuse.

(d) The University supports and is guided by state and federal law while also setting its own standards of conduct for its academic community.

(e) The University is dedicated to the rational and orderly resolution of conflict.

(f) Students are entitled to the rights and responsibilities of other citizens with regard to freedom of speech, peaceable assembly, and right to petition. Students are entitled to exercise their rights to inquire and dissent, speak freely, and peaceably assemble and protest to the extent permissible under both the First Amendment and the Student Conduct Code.

(g) Students are entitled to due process and procedural fairness protections, including the prompt notification of charges, the opportunity to respond, the right to an advocate of choice, and the right to the resolution of a case within a reasonable period of time.

SECTION III. DEFINITIONS.

Subd. 1. Academic Environment. Academic environment shall mean any setting where a student is engaged in work toward academic credit, satisfaction of program-based requirements, or related activities including but not limited to on-line courses, learning abroad, and field trips.

Subd. 2. Campus. Campus shall mean all University premises, including all land, buildings, facilities, and other property owned, possessed, leased, used, or controlled by the University, and adjacent streets and sidewalks.

Subd. 3. Plagiarism. Plagiarism shall mean representing the words, creative work, or ideas of another person as one’s own without providing proper documentation of source. Examples include, but are not limited to:
• copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
• representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
• producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
• paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author's; and
• borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.¹

### Subd. 4. Student

Student shall mean any person taking courses at the University or enrolled in a University program; any person participating as a student in University activities prior to the start of classes; any student who is not enrolled or registered for a particular term but has a continuing relationship with the University; any student who withdraws, transfers, or graduates after an alleged violation of the Student Conduct Code; and any already graduated student when the conduct at issue implicates the student's University degree.

### Subd. 5. Student Group

Student group shall mean any group of students that is or has been registered as a University student group under applicable University policies or procedures.

### Subd. 6. University-Sponsored Activities

University-sponsored activities shall mean any program or event sponsored by the University, including but not limited to those sponsored by student groups, or athletics.

### Subd. 7. Medical Amnesty

Medical amnesty shall align with Minnesota Statutes § 340A.503, Subd. 8, and it shall mean that a student is not subject to Student Conduct Code disciplinary sanctions for underage possession and consumption of alcohol if the student contacts a 911 operator to report that the student or another student is in need of medical assistance for an immediate health or safety concern. To be eligible for medical amnesty, the student who initiates contact must be the first person to make such a report, must provide a name and contact information, must remain on the scene until assistance arrives, and must cooperate with the authorities at the scene. The student who receives medical assistance and up to two students acting in concert with the student initiating contact with a 911 operator shall also be immune from disciplinary sanctions.

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¹ Portions used with permission from New York Institute of Technology and University of Texas, San Antonio.
SECTION IV. DISCIPLINARY OFFENSES.

Any student or student group found to have committed, attempted to commit, or assisted or abetted another person or group to commit the following misconduct is subject to appropriate disciplinary action under this policy:

Subd. 1. Scholastic Dishonesty. Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course 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, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Subd. 2. Disruption of the Academic Environment. Disruption of the academic environment means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn.

Subd. 3. Falsification. Falsification means willfully providing University offices or officials with false, misleading, or incomplete information; forging or altering without proper authorization official University records or documents or conspiring with or inducing others to forge or alter without proper authorization University records or documents; misusing, altering, forging, falsifying, or transferring to another person University-issued identification; or intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a University official or an emergency service agency.

Subd. 4. Refusal to Identify and Comply. Refusal to identify and comply means willfully refusing to or falsely identifying one's self or willfully failing to comply with a proper order or summons when requested by law enforcement personnel, by emergency medical staff responding to an emergency, or by a University employee acting within the purview of his or her job responsibilities.

Subd. 5. Attempt to Injure or Defraud. Attempt to injure or defraud means making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the University when done with intent to injure, defraud, or misinform.

Subd. 6. Harm to Person. Harm to person means engaging in conduct that endangers or threatens to endanger the physical and/or mental health, safety, or welfare of another person, including, but not limited to, threatening, stalking, harassing, intimidating, or assaulting behavior.

Subd. 7. Bullying. Bullying means aggressive behavior directed at another person that causes stress or harm and that is repeated over time, including but not limited to assaulting, defaming, terrorizing, making obscene gestures, or invading privacy.

Subd. 8. Sexual Misconduct. Sexual misconduct means any non-consensual behavior of a sexual nature that is committed by force or intimidation, or that is otherwise unwelcome. Sexual misconduct includes the following behaviors: sexual assault, relationship violence, stalking, and sexual or gender-based harassment.
Subd. 9. Disorderly Conduct. Disorderly conduct means engaging in conduct that incites or threatens to incite an assault or breach of the peace; breaching the peace; obstructing or disrupting teaching, research, administrative, or public service functions; or obstructing or disrupting disciplinary procedures or authorized University activities.

Subd. 10. Illegal or Unauthorized Possession or Use of Weapons. Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents, except in those instances when authorized by law and, where applicable, by proper University authority.

Subd. 11. Illegal or Unauthorized Possession or Use of Drugs or Alcohol. Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally or, where applicable, without proper University authorization.

Subd. 12. Providing Alcohol to Minors. Providing alcohol to minors means directly or indirectly providing alcohol to anyone under the legal drinking age.

Subd. 13. Unauthorized Use of University Facilities or Services. Unauthorized use of University facilities or services means wrongfully using University properties or facilities; misusing, altering, or damaging fire-fighting equipment, safety devices, or other emergency equipment or interfering with the performance of those specifically charged to carry out emergency services; or acting to obtain fraudulently—through deceit, unauthorized procedures, bad checks, or misrepresentation—goods, quarters, services, or funds from University departments or student groups or individuals acting on their behalf.

Subd. 14. Theft, Property Damage, or Vandalism. Theft, property damage, or vandalism means theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

Subd. 15. Unauthorized Access. Unauthorized access means accessing without authorization University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

Subd. 16. Disruptive Behavior. Disruptive behavior means willfully disrupting University events; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions.

Subd. 17. Hazing. Hazing means any behavior or activity that endangers the physical and/or mental health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a student group or University athletic team.
Subd. 18. Rioting. Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of three or more persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the direction of an authorized person.

Subd. 19. Violation of University Rules. Violation of University rules means engaging in conduct that violates University, collegiate, or departmental regulations that have been posted or publicized, including provisions contained in University contracts with students.

Subd. 20. Violation of Local, State, or Federal Laws or Ordinances. Violation of local, state, or federal laws or ordinances means engaging in conduct that violates a local, state, or federal law, or ordinance, including, but not limited to, laws governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson.

Subd. 21. Persistent Violations. Persistent violations means engaging in repeated conduct or action in violation of this Code.

SECTION V. SANCTIONS.

Students and student groups found responsible for disciplinary offenses under the Student Conduct Code are subject to sanctions. Factors to consider in determining appropriate sanctions include: the nature of the offense, the severity of the offense, the culpability of the student or student group, the impact on other students or members of the University community, and the opportunity for student development. Separation from the University through suspension or expulsion is a serious sanction that may be appropriate for: repeated violations of the Student Conduct Code, for serious scholastic dishonesty, and for misconduct that constitutes a threat to community safety or well-being (including, but not limited to harm to person and sexual assault), or significantly disrupts the rights of others or the operations of the University.

The University seeks to provide a safe, secure, and healthy environment for all students. Recognizing that the potential application of disciplinary sanctions could deter students from seeking medical attention for themselves or others, the University will provide medical amnesty as defined in Section III, Subd. 7. However, a student requiring emergency evaluation or treatment at a medical facility may be required to complete an alcohol assessment or education program. This is not considered a disciplinary response. Amnesty is granted only for violations of Section IV, Subd. 11, and does not apply to other possible violations of the Student Conduct Code (e.g., property damage or assault) which may have occurred during the time of intoxication. In circumstances involving a student group, the willingness of the student group's members to seek medical assistance for a member or a guest will be viewed as a mitigating factor in the review process for any possible violations.

The following sanctions, which are listed in order of least severe to most severe, may be imposed upon students or student groups found to have violated the Student Conduct Code:
Subd. 1. Academic Sanction. An academic sanction means a sanction affecting the course or academic work of the student for violation of Section IV, Subd. 1.

Subd. 2. Warning. A warning means the issuance of an oral or written warning or reprimand.

Subd. 3. Probation. Probation means special status with conditions imposed for a defined period of time and includes the probability of more severe disciplinary sanctions if the student or student group is found to violate any institutional regulation during the probationary period.

Subd. 4. Required Compliance. Required compliance means satisfying University requirements, work assignments, community service, participating in a restorative justice process, or other discretionary assignments.

Subd. 5. Confiscation. Confiscation means confiscation of goods used or possessed in violation of University regulations or confiscation of falsified identification or identification wrongly used.

Subd. 6. Restitution. Restitution means making compensation for loss, injury, or damage.

Subd. 7. Restriction of Privileges. Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

Subd. 8. University Housing Suspension. University housing suspension means separation of the student from University Housing for a defined period of time.

Subd. 9. University Housing Expulsion. University housing expulsion means permanent separation of the student from University Housing.

Subd. 10. Suspension. Suspension means separation of the student or student group from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission. The suspension may be deferred when an offense is serious enough to warrant separation from the University, but where the specific circumstances of the case justify special consideration.

Subd. 11. Expulsion. Expulsion means the permanent separation of the student from the University.

Subd. 12. Withholding of Diploma or Degree. Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

Subd. 13. Revocation of Admission or Degree. Revocation of admission or degree means revoking a student's admission to the University or revoking a degree already awarded by the University.

SECTION VI. INTERIM SUSPENSION.

The president or delegate may impose an immediate suspension on a student or student group pending a hearing before the appropriate disciplinary committee (1) to ensure the safety and well-being of members of the University community or to preserve University property, (2) to ensure the student's own physical or emotional safety and well-being, or (3) if the student or student group poses an ongoing threat of disrupting or interfering with the operations of the University. During the interim
suspension, the student or student group may be denied access to all University activities or privileges for which the student or student group might otherwise be eligible, including access to University housing or property. The student or student group has a right to a prompt hearing before the president or delegate on the questions of identification and whether the interim suspension should remain in effect until the full hearing is completed.

SECTION VII. HEARING AND APPEALS OF STUDENT DISCIPLINE.

Subd. 1. Hearing Process. Any student or student group charged with violation of the Student Conduct Code shall have the opportunity to receive a fair hearing. A finding of responsibility for violation of the Student Conduct Code must be based on a preponderance of the evidence. The president or delegate shall ensure that each campus has a hearing process that includes the following:

(a) notification of the report and a request to meet;
(b) an informal meeting to learn more about the steps of the disciplinary process and to share information related to the incident;
(c) if the student or student group is found responsible, a proposal of an informal resolution that includes the findings and disciplinary sanctions being offered to resolve the incident;
(d) if the informal resolution is not accepted, a request for a formal hearing in which a panel will determine responsibility and potential sanctions; and
(e) if the formal resolution is not accepted, a request for an appeal.

In exceptional circumstances where the University determines that an informal resolution is not appropriate, a student’s responsibility will be decided through a formal hearing in which a panel will determine responsibility and possible sanctions. In regard to sexual misconduct cases, both the reporting party and the accused student have the opportunity to request a formal hearing and appeal as part of due process.

Subd. 2. Appeals Process. To safeguard the rights of students and student groups, the president or delegate shall ensure that each campus has a campus-wide appeals procedure to govern alleged violations of this policy. The appeals procedure shall provide both substantive and procedural fairness for the student or student group alleged to have violated the Student Conduct Code and shall provide for resolution of cases within a reasonable period of time.

The appeals procedure must describe:

(a) grounds for an appeal;
(b) procedures for filing an appeal; and
(c) the nature of an appellate review.

SECTION VIII. JURISDICTION.

Subd. 1. The Student Conduct Code shall apply to student and student group conduct that occurs on campus or at University-sponsored activities.
Subd. 2. The Student Conduct Code shall apply to student and student group conduct that directly relates to the University’s education, services, programs, or rules, including but not limited to scholastic dishonesty, hazing, violation of University rules, and falsification, whether the conduct occurs on campus or off campus.

Subd. 3. At the discretion of the president or delegate, the Student Conduct Code also shall apply to off-campus student and student group conduct when the conduct, as alleged, adversely affects a substantial University interest and either:

(a) constitutes a criminal offense as defined by local, state, or federal law or ordinance, regardless of the existence or outcome of any criminal proceeding; or
(b) indicates that the student or student group may present a danger or threat to the health or safety of the student or others.

Subd. 4. Conduct of a student who is a member of a student group will not be considered to be conduct of the student group unless the facts and circumstances surrounding the conduct suggest that the student group sponsored, organized, or otherwise endorsed the conduct.

SECTION IX. THE RESPONSIBILITIES OF DUAL MEMBERSHIP.

Students are both members of the University community and of the state. Students are responsible to the community of which they are a part, and they are responsible to the academic community of the University. By enforcing the Student Conduct Code, the University neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the University will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action. Determinations made or sanctions imposed under the Student Conduct Code will not be subject to change because criminal charges arising out of the same facts were dismissed, reduced, or resolved in favor of the criminal law defendant.

SECTION X. DELEGATION OF AUTHORITY.

The president or delegate shall implement this policy, including publishing and distributing the Student Conduct Code and the procedures governing the student disciplinary process at the University.

POLICY STATEMENT

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

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

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

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

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

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

Exclusions

This policy is not applicable to the Duluth campus.

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

PROCEDURES

There are no procedures 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

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.

CONTACTS

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<tr>
<th>Subject</th>
<th>Contact</th>
<th>Phone</th>
<th>Fax/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact(s)</td>
<td>Jennifer Reckner</td>
<td>612-624-3970</td>
<td><a href="mailto:reckn001@umn.edu">reckn001@umn.edu</a></td>
</tr>
<tr>
<td>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>Judy Korn</td>
<td>320-589-6011</td>
<td><a href="mailto:kornjr@morris.umn.edu">kornjr@morris.umn.edu</a></td>
</tr>
</tbody>
</table>
DEFINITIONS

Regional Accreditation
Regional accreditation is educational accreditation of colleges, and universities in the United States by one of the six regional accreditors. Each regional 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 of Admissions</th>
<th>Scholastic Committee</th>
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<tbody>
<tr>
<td>Twin Cities Campus</td>
<td>Office of Admissions</td>
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<tr>
<td>Crookston Campus</td>
<td>Office of Admissions</td>
<td></td>
</tr>
<tr>
<td>Rochester Campus</td>
<td>Office of Admissions</td>
<td>Scholastic Committee</td>
</tr>
<tr>
<td>Morris Campus</td>
<td>Scholastic Committee</td>
<td></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-Recognized Exams for Undergraduate Students: Twin Cities, Crookston, Morris, Rochester
- Higher Learning Commission, Criteria and Requirements for Accreditation

HISTORY

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

Amended: December 2009 - Policy now applies to Crookston.
April 2009 - Clarified policy, and put into standard format. Added contact information.

Effective:
April 2009

Supercedes:
Transfer of Credits

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

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

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

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

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

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

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

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

Exclusions
This policy is not applicable to the Duluth campus.

REASON FOR POLICY

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

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

FREQUENTLY ASKED QUESTIONS

- Undergraduate Degrees with Distinction and Degrees with Honors FAQ

CONTACTS

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<tr>
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<tbody>
<tr>
<td>Primary Contact(s)</td>
<td>Sue Van Voorhis</td>
<td>612-625-8098</td>
<td><a href="mailto:vanvo002@umn.edu">vanvo002@umn.edu</a></td>
</tr>
<tr>
<td>Twin Cities Campus</td>
<td>Stacey Tidball</td>
<td>612-626-0075</td>
<td><a href="mailto:tidball@umn.edu">tidball@umn.edu</a></td>
</tr>
</tbody>
</table>
DEVELOPMENTS

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

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

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

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

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

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

RESPONSIBILITIES

There are no specified responsibilities associated with this policy.

RELATED INFORMATION

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

HISTORY

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

Amended:
December 2009 - Policy now applies to Crookston.

Effective:
April 2009
report concerns to your supervisor, the appropriate University administrator to investigate the matter, or submit a report to UReport.
POLICY STATEMENT

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

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

REASON FOR POLICY

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

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices associated with this policy.

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

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<td><strong>Student</strong></td>
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<td><strong>Student Information</strong></td>
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<td><strong>Student</strong></td>
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<td><strong>Registrars on each campus</strong></td>
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<tr>
<td>• Administrative Policy: <a href="#">Acceptable Use of Information Technology Resources</a></td>
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<tr>
<td>• <a href="#">Internet Account Initiation</a></td>
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<th>HISTORY</th>
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<tbody>
<tr>
<td><strong>Amended:</strong> December 2013 - Comprehensive review, minor revision. Improves the clarity of the policy by minor adjustments to the language and a new FAQ.</td>
</tr>
</tbody>
</table>
Amended:
April 2008 - This policy now applies University Wide, rather than to the Twin Cities Campus Only.

Effective:
September 2001

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

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

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

*.............Credit will not be granted if credit has been received for the course listed after this symbol.
&.............Concurrent registration is required (or allowed) in the course listed after this symbol.
#.............Approval of the instructor is required for registration.
%.............Approval of the department offering the course is required for registration.
@.............Approval of the college offering the course is required for registration.
,.............In prerequisite listings, comma means “and.”
1-4 cr [max 6]. The course can be taken for 1 to 4 credits and may be repeated for up to 6 credits.

Course Listing Sample

Xology (Xolo)
Xology and Diometrics
College of Liberal Education

Xolo 5101. Methods in Xology. (3-4 cr [max 8 cr]; A-F only. Prereq-3578 or #)
Historical, numerical, sociological, and Freudian methods of research in xology with applications to contemporary problems.

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
Biochemistry (BIOC)

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

BIOC 3321. Biochemistry. (3 cr.; A-F or Audit; Every Fall)
In this course students gain an appreciation for the breadth and depth of current knowledge in biochemistry through an active learning, student-centered approach. Students examine the structure of macromolecules essential to life (including proteins, lipids, and carbohydrates). This analysis gives special consideration to the manner in which molecular structure dictates function. Additionally, students examine the enzymatic pathways responsible for synthesis and degradation of macromolecules, the regulation of enzymes that catalyze these reactions, and the energy expended or produced during these processes. Such pathways include carbohydrate metabolism (glycolysis, gluconeogenesis, citric acid cycle), lipid metabolism (beta-oxidation, lipid synthesis), and oxidative phosphorylation. Students apply these concepts to problem solving within the field, while also gaining confidence in his/her communication of biochemical principles through collaborative, team-based activities. prereq: BIOC 2311, CHEM 2231, and CHEM 2333; or instr consent

BIOC 3393. Directed Study or Research in Biochemistry. (1-6 cr. [max 24 cr.]; Student Option; Every Fall & Spring)
Individual study or research on selected topics or problems. prereq: instr consent, dept consent

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

Biology (BIOL)

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

BIOL 2310. Integrated Studies in Biology and Writing. (1 cr.; A-F or Audit; Every Fall)
This one-credit directed study experience is intended for students who will be enrolling in WRIT 1512 without enrolling in the co-requisite course BIOL 2311. In this course, students will complete reading and writing assignments relevant to the biological and health sciences. Co-requisite: WRIT 1512.

BIOL 2311. Integrated Biology. (BIOL,TS; 4 cr.; A-F or Audit; Every Spring)
Writing-integrated, transdisciplinary design of introductory biology course with lab for health sciences major. Emphasis on scientific literacy, mastery of core biological concepts, the relationship of biology to health sciences and other major disciplines, lifelong learning and citizenship. Taught using student-centered, active learning and writing-integrated approaches. coreq: WRIT 1512

BIOL 2331. Anatomy and Physiology I. (BIOL; 4 cr.; A-F or Audit; Every Fall)
This course examines the shape, structure, and function of human body and its parts including basic anatomy, structure, and function of body systems and special senses. Specific attention is spent differentiating the anatomy and physiological workings of the integument, Skeletal, Muscular, Nervous including the special senses, Cardiovascular, Respiratory, Digestive and Urinary systems. Case studies and laboratory activities are used in within a reduced-lecture delivery method to provide a student-centered, active-learning environment. prereq: 2311

BIOL 3311. Genetics. (BIOL,TS; 3 cr.; A-F or Audit; Every Fall)
Advanced introduction to genetic information, including molecular aspects of inheritance and disease; gene expression and regulation in cells/organisms; population genetics; mutation and molecular evolution; genome organization; gene databases; and pedigree analysis. Incorporates ethical, social and legal perspectives relevant to advances in genetic technology and increasing availability of human genetic information. Taught utilizing student-centered, active learning and writing-integrated approaches. prereq: 2311, CHEM 1231, CHEM 2331

BIOL 3332. Anatomy and Physiology II. (4 cr.; A-F or Audit; Every Spring)
This course reviews and elaborates on the basic anatomy, structure, and function of body systems and special senses, concepts/principles of body organization, histology, and hematology topics covered in BIOL 2331. Attention is given to understanding how those systems and concepts are related to higher order physiological phenomena such as: 1) Our ability to sense stimuli and respond (nervous system, endocrine system, lymphatic system and immune response); 2) The complex mechanisms/requirements for homeostatic regulation (relationship between nutrition and metabolism and water and ion balance in the human body); 3) Reproduction and fertility;&#2033; 4) Shape, structure, and function of human body and its parts. Case studies and laboratory activities incorporate problem solving and applications to health sciences within a student-centered, active-learning environment. Strong emphasis on experimental design and execution. Prereq: Grade of at least C- in 2331 or placement test

BIOL 3344. Microbiology. (ENV; 4 cr.; A-F or Audit; Every Fall & Spring)
Microbiology examines the evolution, structure, physiology, metabolism and genetics of microorganisms with an emphasis on bacteria and viruses. Students also examine the dynamic impact of microbes on humans and the role of microbes in the environment. This course is taught using student-centered, active learning and writing integrated approaches. Students apply these concepts to problem solving within the field, while also gaining confidence in his/her communication of microbiology through collaborative, team-based assignments. In the accompanying laboratory, students gain exposure to and develop a variety of current microbiology techniques. prereq: grade of at least C- in [2331 or equiv]. [CHEM 1231 or equiv]. [MATH 1110 or equiv]

BIOL 3393. Directed Study or Research in Biology. (1-6 cr. [max 24 cr.]; Student Option; Every Fall & Spring)
Individual study or research on selected topics or problems. prereq: instr consent, dept consent

BIOL 4312. Advanced Topics in Molecular and Cellular Biology and Genetics. (4 cr.; A-F or Audit; Periodic Fall)

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

BIOL 4364. Immunology. (3 cr.; A-F or Audit; Every Spring)
The immune system is a complex amalgamation of cells and processes that are constantly interacting with the outside world to keep you safe from infection. Specific attention will be spent examining the general properties of the human immune system including: the structure, function and origin of participating microorganisms, the general mechanism of the innate and adaptive immune systems and the development and deployment of self vs non-self. A multidisciplinary lens will be used to examine the social, ethical and historical perspectives of the immune system through specific cases of disease relevant to the health sciences and prevention of disease through vaccination. prereq: 2332 or 3344 or BIOC 3321 or instr consent

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

Biomed Inform & Comput Biology (BICB)

BICB 5620. Topics in Biomedical Informatics and Computational Biology. (0.5-4 cr. [max 24 cr.]; Student Option; Every Fall, Spring & Summer)
Each section corresponds to a Mayo 5XXX and 6XXX course. prereq: BICB grad student, permission of DGS

BICB 8333. FTE: Master?. (1 cr.; No Grade Associated; Every Fall, Spring & Summer)
Courses listed in this catalog are current as of 2017-11-26. For up-to-date information, visit www.catalogs.umn.edu.
will learn about cultural theories and stumbling blocks to intercultural communication, and acquire new knowledge and attitudes to successfully complete a learning away experience. In addition, the course will provide important information on financial management while away, how to remain healthy and safe, preparing for reentry into the United States and campus community, and how to market an experience away on a resume and cover letter. Online, seven week course. prereq: instructor consent

**CLI 3716. Living on Purpose.** (1 cr.; S-N only; Periodic Fall)

Living on Purpose allows students to explore the roles personal purpose and intentional living play in our lives (e.g., goal setting and career planning). Students will explore their core values via a combination of discussion and activities that will allow students to further clarify their personal and professional values.

**CLI 3950. Special Topics.** (3 cr.; [max 6 cr.]; A-F only; Periodic Fall, Spring & Summer)

In-depth study of special topic related to health sciences.

**CLI 4000. Off-Campus Study.** (0-36 cr. [max 72 cr.]; A-F only; Periodic Fall, Spring & Summer)

Not printed in catalog. A registration mechanism for students pursuing a unique off-campus study experience through either other educational institutions or through private non-credit granting agencies. Limited to students whose study is approved by University of Minnesota Rochester faculty who certify likely departmental credit for successfully completed study as specified by agreement forms signed by both student and faculty. prereq: instr consent

**CLI 4394. Off-Campus Directed Research.** (1-6 cr. [max 12 cr.]; S-N only; Periodic Fall, Spring & Summer)

Off-campus research experiences are different from any other type, since they combine elements of directed research with an internship, since typically the research is supervised by a non-faculty member who assigns a grade based on a combination of supervisor feedback and reflective writing. prereq: inst consent, dept consent

**CLI 4711. Capstone Reflections I.** (1 cr.; S-N only; Periodic Fall, Spring & Summer)

Student will complete this course during the first semester of their UMR Capstone experience. This course 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 student’s capstone experience. To illustrate growth, students will present their capstone portfolio in a public presentation.

**CLI 4713. Capstone Reflections I and II.** (2 cr.; S-N only; Every Fall & Spring)

Student will complete this course in their final semester of their UMR capstone experience. This course 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 student’s capstone experience. To illustrate growth, students will record their observations and analysis throughout the semester and present their capstone portfolio in a public presentation.

**CLI 4896. Capstone Certificate in Health Professions.** (1-20 cr. [max 60 cr.]; Student Option; Every Fall, Spring & Summer)

Enrollment in certificate program courses results in a health profession. prereq: [concurrent 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

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**Chemistry (CHEM)**

**CHEM 1231. Organic Chemistry I.** (PHYS; 4 cr.; A-F or Audit; Every Fall)

Introduction to organic chemistry. Atomic theory of matter. Reaction stoichiometry, bonding, hybridization, functional groups. IR spectroscopy, thermochemistry, organic acids/bases, stereochemistry. Conformational analysis of cycloalkanes. Chemical kinetics. Classification of organic reactions. Aliphatic nucleophilic substitution reactions. Biological examples. Lab. prereq: concurrent registration is required (or allowed) in MATH 1161, [high school chemistry or equivalent and three years high school math required]

**CHEM 1393. Directed Study in Chemistry.** (1-3 cr. [max 6 cr.]; Student Option; Every Fall & Spring)

Individual study on selected topics or problems. prereq: instr consent, dept consent

**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, Infrared 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. prereq: Grade of at least C- in 1231, concurrent registration is required (or allowed) in BIOL 2311

**CHEM 2331. General Chemistry I.** (PHYS; 4 cr.; A-F or Audit; Every Fall)


**CHEM 2333. General Chemistry II.** (4 cr.; A-F or Audit; Every Spring)


**CHEM 3393. Directed Study or Research in Chemistry.** (1-6 cr. [max 24 cr.]; Student Option; Every Fall & Spring)

Individual study or research on selected topics or problems. prereq: instr consent, dept consent

**CHEM 4331. 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; Enzymatic reactions; DNA backbone modification; RNA; Cell surface engineering through oligosaccharide biosynthesis. prereq: 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. prereq: concurrent registration is required (or allowed) in MATH 2171, [Grade of at least C- in [2333], [PHYS 2251], [MATH 1171]]

**CHEM 4721. Special Topics in Chemistry.** (1-4 cr. [max 8 cr.]; A-F or Audit; Periodic Fall & Spring)

In-depth study of special topics in chemistry. prereq: instr consent; repeated enrollment allowed only if topics are different

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**Communication Studies (COMM)**

**COMM 1393. Directed Study in Communication.** (1-3 cr. [max 6 cr.]; Student Option; Every Fall & Spring)

Individual study on selected topics or problems. prereq: instr consent, dept consent

**COMM 2711. Communication in Professional Contexts.** (3 cr.; A-F only; Periodic Fall & Spring)
Course focuses on the role of communication skills for professionals in a health care context. Students will develop public speaking skills including the use of presentation software. Students will learn the structure of communication and how to effectively communicate through both verbal and nonverbal channels. Students will explore the role of interpersonal, group, and organizational communication in health care settings.

COMM 2715. Public Discourse and Health: Communication and Advocacy. (3 cr.; A-F only; Periodic Fall & Spring)
Course focuses on the role of communication in shaping public discourses and individual people’s understanding of health issues. Students will learn and apply communication theory to explore and analyze the way people use verbal and nonverbal communication to create meaning, engage and shape public discourses, and influence other people’s understanding of health issues. Students will examine how individuals, institutions, and technology impact public discourses on health. Students will also apply their knowledge to research and to advocate for ethical, science-based perspectives on a health discourse of their choosing and to improve their written, spoken, and visual communication skills.

COMM 3393. Directed Study or Research in Communication. (1-6 cr.; max 24 cr.; Student Option; Every Fall & Spring)
Individual study or research on selected topics or problems. Prereq: instr consent, dept consent

COMM 4721. Special Topics in Communication. (1-4 cr.; max 8 cr.; A-F only; Periodic Fall & Spring)
In-depth study of special topics in communication.

Cytotechnology Mayo (CYTM)

CYTM 4001. General Principles of Cytology and Pathology. (2 cr.; A-F only; Periodic Fall, Spring & Summer)
This course consists of a series of lectures, demonstrations, and laboratory sessions designed to orient you to the lab and teach you introductory principles of cytology. This includes basic microscopy, cell structures, and cellular biology including cell division and growth and how the cellular mechanisms of pathologic changes. A comprehensive case study project involving concepts of pathology and cytology will also be included in this course.

CYTM 4002. Gynecology Cytology. (4 cr.; A-F only; Periodic Fall, Spring & Summer)
This course involves a study of the normal and abnormal anatomy, physiology, histology, and cytology of the female genital tract. Lectures, demonstrations, and laboratory sessions will be provided. Normal and abnormal cytology is emphasized. Non-neoplastic findings such as hormonal abnormalities, inflammatory conditions, and infections are also discussed.

CYTM 4003. Advanced Gynecologic Cytology. (3 cr.; A-F only; Every Fall)
This course is a continuation of Gynecologic Cytology to include benign and malignant conditions of the endocervix, endometrium, ovary, fallopian tube and vagina. Lectures will also be given on special topics including atypical glandular cells as well as cytology of pregnancy and treatment.

CYTM 4004. Pulmonary Cytology. (3 cr.; A-F only; Periodic Fall, Spring & Summer)
This course consists of a series of lectures, demonstrations and laboratory sessions of the gross and microscopic anatomy, physiology, pathology and cytology of the respiratory tract. Particular areas covered include benign and infections conditions, malignancies and alterations due to therapy. Fine needle aspiration of the lung is also discussed.

CYTM 4005. Urinary Cytology. (2 cr.; A-F only; Periodic Fall, Spring & Summer)
This course consists of a series of lectures, demonstrations, and laboratory sessions of the gross, microscopic anatomy, physiology, pathology and cytology of the urinary tract. Areas covered include benign conditions, inflammatory disorders, malignancies, and therapeutic effects.

CYTM 4006. Gastrointestinal Cytology. (1 cr.; A-F only; Periodic Fall, Spring & Summer)
This course consists of a series of lectures, demonstrations, and laboratory sessions of the gross and microscopic anatomy, pathology, and cytology of various areas of the gastrointestinal tract sampled using brushing, washing, and fine needle aspiration techniques.

CYTM 4007. Effusion Cytology. (2 cr.; A-F only; Periodic Fall, Spring & Summer)
This course consists of a series of lectures, demonstrations, and laboratory sessions of the gross and microscopic anatomy, physiology, pathology and cytology of the body cavity fluids (pleural, peritoneal, and pericardial) and the cerebrospinal fluid.

CYTM 4008. Fine Needle Aspiration Cytology. (6 cr.; A-F only; Periodic Fall, Spring & Summer)
This course consists of a series of lectures, demonstrations, and laboratory sessions of fine needle aspiration sampling including the breast, thyroid, salivary gland, lymph node, head and neck, liver, pancreas, kidney, adrenal gland, soft tissue, and bone.

CYTM 4009. Laboratory Operations and Preparation. (2 cr.; A-F only; Periodic Fall, Spring & Summer)
Lectures, demonstrations and laboratory sessions will be given in the various procedures connected to or carried out in the cytology laboratory. Collection and preparatory techniques are described throughout the course series. Assignments in laboratory techniques continue through the year, with one full week in the preparation lab during the second semester. Also included in this course are major topics including quality assurance, quality control, test validation, performance management, etc. The students will also perform a mock laboratory inspection.

CYTM 4010. Professional Development. (2 cr.; A-F only; Periodic Fall, Spring & Summer)
During this course students explore various aspects of professionalism. In addition, they are expected to give a cytology related presentation, create a professional resume, participate in a mock interview, and create a hypothetical research proposal.

CYTM 4011. Clinical Cytology. (5 cr.; A-F only; Periodic Fall, Spring & Summer)
This course in the second semester includes approximately 4 months of clinical experience where the students screen both nongynecologic and gynecologic laboratory cases Monday through Thursday each week. In addition, students, paired with cytotechnologist, provide assistance at endoscopic fine needle aspiration procedures on a rotating basis. Additional rotations in the preparatory lab as well as the molecular cytology, virology and histology areas are also planned.

Echocardiography (ECHO)

ECHO 3011. Foundations of Echocardiography. (TS; 2 cr.; A-F only; Every Fall)
This course is designed to provide students with a fundamental understanding of echocardiographic techniques. The course will provide students with patient care skills required for echocardiographers and will identify proper imaging techniques to prevent injury. The course will include recognition of cardiac anatomy on an echocardiogram, provide an understanding of machine instrumentation and basic ultrasound physics, indentify proper 2-D, M-mode, and Doppler techniques, and echocardiographic assessment of systolic and diastolic function.

ECHO 3101. Cardiovascular Anatomy & Physiology. (3 cr.; A-F only; Every Fall)
The course is designed to provide the student with an in-depth understanding of gross and cross-sectional cardiac anatomy and an understanding of normal cardiac physiology. The concepts of cardiovascular physiology will include circulation blood flow, the cardiac cycle, electrical and mechanical properties of the heart, and blood flow hemodynamics of the arterial and venous system. This course will provide the foundation for advanced physiologic concepts and Doppler hemodynamic assessment in subsequent courses.

ECHOH42. Adult Echocardiography. (6 cr.; A-F only; Every Spring)
The intent of this course is to provide the student with the necessary knowledge of cardiomypathies, 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. (8 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 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 use of Dobutamine and contrast during 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 a??anatomy a??; 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.** (3 cr.; A-F only; Every Fall)

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 the opportunity to perform a systematic 2-D, spectral, and Color Flow Doppler examination on a patient with CHD.

**ECHO 4303. 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.** (8 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.** (9 cr.; A-F only; Every Spring)

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 4460. Special Procedures.** (2 cr.; A-F only; Every Summer)

Focus on the special procedures performed involving echocardiography and the sonographer's role. Includes anatomy and clinical indications of TEE, intro-operative procedures, pericardiocentesis, cardiac catheterization procedures, and echo assessment of left ventricular assist devices. Introduction to other imaging modalities including Nuclear, CT, and MRI, and the information they can provide about the heart. Also includes 3D and strain echocardiography and the role of the sonographer for each procedure.

**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.

**ECHO 4540. Professional Growth and Development.** (1 cr.; A-F only; Every Spring)

Provides students with the skills and knowledge for future professional growth. Discussion of the scope of practice and career advancement for sonographers, medical ethics. Includes registry exam preparation.

### English: Literature (ENGL)

**ENGL 1393. Directed Study in English.** (1-3 cr. [max 6 cr.]; Student Option; Every Fall & Spring)

Individual study on selected topics or problems. Prereq: instr consent, dept consent

**ENGL 1433. Introduction to Literature.** (LITR; 3 cr. [max 6 cr.]; A-F or Audit; Every Fall & Spring)

Basic techniques for analyzing/understanding literature and developing critical thinking skills. Readings of novels, short stories, poems, plays.

**ENGL 3393. Directed Study or Research in English.** (1-6 cr. [max 24 cr.]; Student Option; Every Fall & Spring)

Individual study or research on selected topics or problems

**ENGL 3471. Gender and Sexuality Studies.** (DSJ/3 cr.; A-F only; Every Spring)

This course explores a variety of theories of gender and sexuality and explores the literary and media representations of gender and sexuality (both contemporary and historical). Students will be asked to think about the embodiment, performance and construction of gender and sexual identities; they will be asked to consider the ethical, social, and political dimensions of gender- and heteronormativity and the role of power in theories and manifestations of gender and sexuality. Prereq: 1433 or PHIL 1431 or HIST 1435 or instructor consent

**ENGL 3481. Technology and Society.** (TS; 3 cr.; A-F only; Every Fall)

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 psychological, the historical and the literary. Course is discussion-based and project-centered. prereq: 1433 or PHIL 1431 or HIST 1435 or instructor consent

ENGL 4721. Special Topics in English. (1-4 cr. Max 8 cr.) A-F or Audit; Periodic Fall & Spring
In-depth study of special topics in English. prereq: instr consent; repeated enrollment allowed only if topics are different

Health Professions (HP)

HP 3021. Patient Care Techniques. (1 cr.; Max 8 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, pharmacology, 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 macroeconomic 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. Students will gain exposure to fundamental 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 1393. Directed Study in History. (1-3 cr. Max 6 cr.) Student Option; Every Fall & Spring
In-depth study of special topics in History. prereq: instr consent; dept consent

HIST 1435. Comparative Global History. (GP; HIS; 3 cr. A-F or Audit; Every Fall & Spring
Examines the cause, course, and consequence of regional, national, and international crises in various parts of the modern world. Exposes students to historical concepts and methodology. Main themes range from genocide, epidemics, ethnic identity, cross-cultural conflict, racism, and humanitarianism.

HIST 3245. Epidemics & Public Health in History. (ENV; HIS; 3 cr. A-F only; Every Fall)
Analysis of the impact of epidemic diseases on the social, cultural, and political landscapes from the Black Death to the present. Course themes include: environmental and biological components contributing to infectious disease; development of public health measures; intersection of disease control and imperialism; social reactions of mass hysteria and violence; rise of the germ theory of disease; and the impact of industrialization and globalization on the ecological transmission of disease. prereq: BIOL 2311

HIST 3393. Directed Study or Research in History. (1-6 cr. Max 24 cr.) Student Option; Every Fall & Spring
In-depth study of special topics in History. prereq: instr consent; dept consent

HIST 4721. Special Topics in History. (1-4 cr. Max 8 cr.) A-F or Audit; Periodic Fall & Spring
In-depth study of special topics in History. prereq: instr consent; repeated enrollment allowed only if topics are different

Humanities (HUM)

HUM 4721. Special Topics in Humanities. (1-4 cr. Max 8 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 goals of this course are to strengthen fundamental quantitative reasoning skills and gain exposure to fundamental physical concepts by exploring topics including unit conversion; number sense; polynomial, rational, and exponential/logarithmic equations and expressions; introductory graphing; systems of equations and variation. Quantitative reasoning skills will be motivated by exposure to fundamental physical concepts. Students learn to simplify expressions and solve equations using mathematical and logical symbols and quantitative techniques, to communicate results clearly, and the importance of these skills to physical sciences. This course goes beyond the usual coverage in three-year high school mathematics curriculum. prereq: three yrs high school math

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)
Exploration of statistical analysis in a health sciences context, using technology and active/peer learning. Build statistical inferences from scientific methods. Gather, sort, describe, arrange and construct visual representations of data sets and generate basic predictive models. Introduction to probability and data distributions, leading to inferential statistics. prereq: three years of high school math

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, numerical methods. Differential equations, graphing. Functions of several variables and Introduction to partial derivatives. Applications emphasize biology, health sciences, and integration of mathematical models. prereq: Grade of at least C- in 1111 or placement exam or instructor consent.

MATH 1393. Directed Study in Mathematics. (1-3 cr. Max 6 cr.) Student Option; Every Fall & Spring
Individual study on selected topics or problems. prereq: instr consent; dept consent

MATH 2161. Biostatistics. (MATH; 3 cr. A-F or Audit; Every Fall)
Using real data, students will develop their conceptual understanding of statistical hypothesis testing and think critically about sampling techniques and experimental design. Students will choose appropriate hypothesis tests for research questions and correctly complete ANOVA tests, non-parametric tests, log/odds ratio tests, logistic regression and survival analysis. Students will use Microsoft Excel and make extensive use of SAS to perform the computational parts of hypothesis testing and produce meaningful graphical representations. Students will develop their ability and confidence to discuss statistics in groups, present findings and communicate results. prereq: Grade of at least C- in 1161

MATH 2163. Multivariable Calculus. (MATH; 4 cr. A-F or Audit; Periodic Spring)
Multivariable Calculus takes the concepts and techniques from Calculus I and II and
extends them to functions of two or more variable. Multivariable Calculus starts with a review of vectors and a discussion of common mathematical surfaces, and quickly moves to the three main topics for the course: partial derivatives, multiple integrals, and vector calculus. Students are expected to have a strong grounding in Calculus I and II. prereq: 2171 or instr consent;


**MATH 3393. Directed Study or Research in Mathematics.** (1-6 cr.; max 24 cr.; Student Option; Every Fall & Spring) Individual study or research on selected topics or problems. prereq: instr consent, dept consent

**NUCM 4001. Management & Methods of Patient Care.** (1 cr.; A-F only; Every Spring) A survey of hospital administrative procedures including medical terminology, medical ethics, medical research, career development and quality improvement.

**NUCM 4002. Anatomy, Physiology and Pathology.** (2-3 cr.; A-F only; Every Fall) The clinical application of anatomy, physiology and pathology of the human organ systems treated in the application of nuclear medicine.

**NUCM 4003. Radiation Protection.** (4 cr.; A-F only; Every Spring) Properties of alpha, beta and gamma radiations, their effects upon human beings and methods for protecting patients and staff from unnecessary exposure and possible injury.

**NUCM 4007. Clinical Nuclear Practicum I.** (6 cr.; A-F only; Every Fall) A comprehensive exploration of nuclear medicine imaging of patients for diagnostic purposes through theory, observation, supervised use and reflection of clinical application.

**NUCM 4008. Clinical Nuclear Practicum II.** (8 cr.; A-F only; Every Spring) The supervised use of radionuclides in imaging and scanning of patients for diagnostic purposes.

**NUCM 4009. Application of Radionuclides to Medicine.** (2 cr.; A-F only; Every Fall) Review of radionuclides and the compounds into which they are formed that are useful in medical research, diagnosis and therapy.

**NUCM 4010. Nuclear Radiation Physics and Instrumentation.** (5 cr.; A-F only; Every Fall) Properties of alpha, beta and gamma radiations; their origins and interactions with matter; their control and shielding; and the statistics of counting.

**NUCM 4013. Nuclear Medicine Chemistry and Pharmacology.** (4 cr.; A-F only; Every Fall) A study of the radiopharmacology and chemistry of radionuclides used in the clinical nuclear medicine technology laboratory.

**NUCM 4015. Multi-Modality Imaging.** (4 cr.; A-F only; Every Spring) This course will provide a study of hybrid imaging in radiology including the integration of CT and MRI to SPECT and PET imaging. Emphasis will be placed on the fundamentals specific to each modality such as physics and instrumentation, patient and technologist safety, image production and quality as well as cross-sectional anatomy.

**NUCM 4017. Nuclear Medicine (NUCM)**

**NUCM 4019. Research in Nuclear Medicine Technology.** (2-6 cr.; max 24 cr.; Student Option; Every Fall & Spring) Research in nuclear medicine including the following subjects: clinical nuclear medicine research, diagnosis and therapy. prereq: Grade of at least C- in 1171 or placement exam

**NUCM 4020. Research in Nuclear Medicine Technology.** (2-6 cr.; max 12 cr.; Student Option; Every Fall & Spring) Research in nuclear medicine including the following subjects: clinical nuclear medicine research, diagnosis and therapy. prereq: Grade of at least C- in 1171 or placement exam

**NUCM 4028. Research in Nuclear Medicine Technology.** (2-6 cr.; max 6 cr.; Student Option; Every Fall & Spring) Research in nuclear medicine including the following subjects: clinical nuclear medicine research, diagnosis and therapy. prereq: Grade of at least C- in 1171 or placement exam

**NUCM 4030. Clinical Nuclear Practicum III.** (6 cr.; A-F only; Every Fall) Directed study in the clinical nuclear medicine technology laboratory.

**NUCM 4031. Clinical Nuclear Practicum IV.** (6 cr.; A-F only; Every Fall) Directed study in the clinical nuclear medicine technology laboratory.

**NUCM 4041. Research in Nuclear Medicine Technology.** (2-6 cr.; max 24 cr.; Student Option; Every Fall & Spring) Research in nuclear medicine including the following subjects: clinical nuclear medicine research, diagnosis and therapy. prereq: Grade of at least C- in 1171 or placement exam

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

**PHIL 1431. Introduction to Philosophy.** (3 cr.; A-F only; Every Fall) This course examines several contemporary ethical problems that arise within the context of medicine and scientific research. Some of the problems that may be examined include: the social responsibilities of pharmaceutical companies, the role of the family in medical-decision making, cognitive enhancement, the proper payment for research participation, direct-to-consumer advertising of pharmaceutical drugs, empathy and medical professionalism, and the permissibility of religious conscientious objection. Students will gain an understanding of the nature and historical origin of these problems and learn to critically evaluate possible solutions to these problems. prereq: 1441 or instr consent

**PHIL 1433. Contemporary Philosophy.** (3 cr.; A-F only; Every Fall) This course examines several contemporary ethical problems that arise within the context of medicine and scientific research. Some of the problems that may be examined include: the social responsibilities of pharmaceutical companies, the role of the family in medical-decision making, cognitive enhancement, the proper payment for research participation, direct-to-consumer advertising of pharmaceutical drugs, empathy and medical professionalism, and the permissibility of religious conscientious objection. Students will gain an understanding of the nature and historical origin of these problems and learn to critically evaluate possible solutions to these problems. prereq: 1441 or instr consent

**PHIL 1435. Contemporary Philosophy.** (3 cr.; A-F only; Every Fall) This course examines several contemporary ethical problems that arise within the context of medicine and scientific research. Some of the problems that may be examined include: the social responsibilities of pharmaceutical companies, the role of the family in medical-decision making, cognitive enhancement, the proper payment for research participation, direct-to-consumer advertising of pharmaceutical drugs, empathy and medical professionalism, and the permissibility of religious conscientious objection. Students will gain an understanding of the nature and historical origin of these problems and learn to critically evaluate possible solutions to these problems. prereq: 1441 or instr consent

**PHIL 3431. Ethics of Medicine and the Sciences.** (AH;CIV; 3 cr.; A-F or Audit; Every Fall) This course examines several contemporary ethical problems that arise within the context of medicine and scientific research. Some of the problems that may be examined include: the social responsibilities of pharmaceutical companies, the role of the family in medical-decision making, cognitive enhancement, the proper payment for research participation, direct-to-consumer advertising of pharmaceutical drugs, empathy and medical professionalism, and the permissibility of religious conscientious objection. Students will gain an understanding of the nature and historical origin of these problems and learn to critically evaluate possible solutions to these problems. prereq: 1441 or instr consent

**PHIL 3441. Ethics of Medicine and the Sciences.** (AH;CIV; 3 cr.; A-F or Audit; Periodic Fall & Spring) In-depth study of special topics in Philosophy. prereq: instr consent; repeated enrollment allowed only if topics are different
mental disorder. The multicausality of mental understanding and treating individuals with abnormality is defined and classified, this course we will focus on the major concepts and how the biological, psychological, and 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.

PSY 4512. Social Psychology. (3 cr. ; A-F only; Every Fall)
Social Psychology is the scientific study of how peoples’ thoughts, feelings, and actions can influence and/or be influenced by others. This course covers topics that include, but are not limited to: research methods, ethics, and classic as well as contemporary research on topics including social influence and social cognition, self and person perception, attitude formation and change, prejudice and stereotypes, aggression and conflict, helping and prosocial behavior. prereq: (PSY 1511 or equiv) or instr consent

PSY 4721. Special Topics in Psychology. (; 3 cr. ; A-F or Audit; Periodic Fall & Spring)
In-depth study of special topics in psychology.

Public Health (PUBH)

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

PSUBH 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.

PSUBH 3311. 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

PSUBH 3393. Directed Study or Research in Public Health. (1-6 cr. ; max 24 cr.) ; Student Option; Every Fall & Spring)
Individual study or research on selected topics or problems. prereq: instr consent, dept consent

PSUBH 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.

PSUBH 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

PSUBH 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

PSUBH 4721. Special Topics in Public Health. (; 1-4 cr. ; max 8 cr.) ; A-F only; Periodic Fall & Spring)
In-depth study of special topics in public health.

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 Patients’ Bill of Rights. The course will introduce exposure factors and corresponding technique chart use, interactions with patients, and methods to ensure radiation protection for patients and healthcare workers. The theoretical concepts and practical application of
RADI 3101. Radiographic Procedures I. (4 cr.; A-F only; Every Fall)
This course will introduce radiographic positioning terminology as it relates to patient anatomy. This course also provides a review of the anatomy of the upper and lower limbs. Routine radiographic anatomy as well as pathology and traumatic changes demonstrated on radiographic images will be included. Methods to modify standard positioning for trauma and pediatric patients are presented. Specialized projections of the upper and lower limbs will also be presented in this course. 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, skull, gastrointestinal system, and urinary system. Radiographic positioning instruction used to demonstrate the anatomy of the systems listed above is provided in this course. Routine radiographic anatomy and traumatic changes demonstrated on radiographic images will be included. This course also covers pathology specific to the bone, respiratory system, cardiovascular system, digestive system, urinary system, hematopoietic system, endocrine system, and reproductive system. Methods to modify standard positioning for trauma, pathology and pediatric patients are presented. Positioning considerations and evaluating radiographs will be emphasized. pre-req: 3101; 3301

RADI 3111. Radiation Physics. (2 cr.; A-F only; Every Fall)
Radiation physics presents the students with a history of people and events which lead to the discovery and use of ionizing radiation in medical imaging, with a review of introductory physics concepts and their application to x-radiation production. Electricity, magnification, transformers, and rectification will be discussed as components of x-ray circuitry and production of x-rays. The student will learn and understand each component of the x-ray tube, including its function and contribution to the production of x-radiation. Theoretical concepts and mathematical formulas needed to adjust exposure techniques in radiography practice will be presented. Students will solve algebraic equations to determine how to make adjustments to exposure factors when changes to mA, time, kVp, or distance are necessary; and explain how these changes affect the emission spectrum. prereq: Physics with lab component

RADI 3202. Principles of Radiographic Exposure. (2 cr.; A-F only; Every Spring)
This course presents X-ray exposure principles. X-ray interactions with matter are defined. Dose and the impact on the radiologic image are presented. The effect of scattered and secondary radiation on image quality and methods of control are included. Image receptors are discussed in terms of structure, function, types, and uses. The role of the primary variables (kVp, time mA, and SID) in radiography is presented. Variable effects on density, contrast, and visibility of detail are defined. Methods of exposure calculation for changes in the primary variables are reviewed. Principles of digital image acquisition and display including CR and DR imaging are explored in this course. pre-req: 3111;

RADI 3301. Clinical Practicum I. (5 cr.; A-F only; Every Fall)
This course consists of three components: professional development, a lab practicum and clinical rotations as assigned on the Mayo Campuses. Lab practicum encompasses: anatomy, positioning simulations and image critique of projections addressed in RADI 3101 ? Radiographic Procedures I course. RADI 3302. Clinical Practicum II. (5 cr.; A-F only; Every Spring)
This course consists of three components: professional development a lab practicum and clinical rotations as assigned on the Mayo Campuses. Lab practicum encompasses: anatomy, positioning simulations and image critique of projections addressed in RADI 3101 ? Radiographic Procedures I and RADI 3102 ? Radiographic Procedure II and factors learned in RADI 3202 ? Principles of Radiographic Exposure course. pre-req: 4303;

RADI 4402. Clinical Practicum V. (8 cr.; A-F only; Every Spring)
This course consists of three core components: 1)Professional Development 2)Curriculum Review of all sections outlined in the American Registry of Radiologic Technologists board examination content specifications and 3) Clinical Rotation practical experience as assigned on the Mayo Campus and Mayo Health Systems campuses. Students will participate in non-regular shifts consisting of evenings, overnights and weekends. pre-req: 4401;

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 3013. 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 assessment and modification to adapt to patient needs.

RESP 3012. 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
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 Fall) 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, pathophysiological 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. Prereq: 3201

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 perform respiratory care procedures and diagnostic testing with the supervision of a clinical instructor.

RESP 3303. Clinical Practicum III. (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. Prereq: 3302

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 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-either 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. Prereq: 3401

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, 3401

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. Prereq: 3302

RESP 4301. Clinical Practicum III: Advanced Respiratory Care. (3 cr.; S-N only; Every Fall) Students will complete competencies focused in the areas of adult critical care including cardiopulmonary, 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...
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 sub-specialties 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.
prereq: 3302

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 researching 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 assured by laboratory experiences.
prereq: 3102

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.
prereq: 3302

RESP 4402. Clinical Practicum VI: Advanced Adult Respiratory Critical Care. (2 cr.; A-F only; Every Spring)
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.
prereq: 4401

RESP 4500. 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: 3502

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 is interpreted and used. 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 1393. Directed Study in Sociology. (1-3 cr.; max 6 cr.; Student Option; Every Fall & Spring)
Individual study on selected topics or problems.
prereq: instr consent, dept consent

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. Students will use reasoned arguments and evidence to support a position on an ethical issue.

SOC 3393. Directed Study or Research in Sociology. (1-6 cr.; max 24 cr.; Student Option; Every Fall & Spring)
Individual study or research on selected topics or problems.
prereq: instr consent, dept consent

SOC 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.
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; 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 Even 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. prereq: [1571 or 1641] or instr consent

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

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 the 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 Fall)
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, hypotrophic 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: embryoembryology, 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 Summer)
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,
Spanish (SPAN)

SPAN 1521. Spanish I. (3 cr.; A-F or Audit; Every Fall)
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.

SPAN 4000. Directed Study & Research. (1 cr.; A-F only; Every Fall & Spring)
This course is a 16-week clinical rotation in the following clinical areas: General, Vascular, Obstetrics, Vascular Testing 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.

SPAN 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.

WRIT 1511. Writing Studio I. (1 cr.; A-F or Audit; Every Fall & Spring)
Introduction to and practice of writing. Integrated into freshman academic coursework. Formal/informal writing assignments. Critical reading skills. Principles of audience, purpose, and argumentative strategies. Prereq: Only Rochester-admitted students will be able to enroll in this course.

WRIT 1512. Writing Studio II. (2 cr.; A-F or Audit; Every Spring)

WRIT 1513. Professional Reflective Writing. (1 cr.; A-F only; Periodic Fall)
Focuses on recognizing the importance of reflective writing in professional environments, especially in the health sciences, through an appreciation of the power of stories and narratives. Students will hone critical reading and analysis skills through reading and responding to professional writing, exercise mindfulness of experiences and activities, utilize the writing process (prewriting, drafting, proofreading, & editing), and practice revision and proofreading techniques through peer review and compiling a final portfolio.

WRIT 3393. Directed Study or Research in Writing. (1-6 cr.; max 24 cr.; Student Option; Every Fall & Spring)
Individual study or research on selected topics or problems. Prereq: instr consent, dept consent.

WRIT 4721. Special Topics in Writing. (1-4 cr.; max 8 cr.; A-F or Audit; Periodic Fall & Spring)
In-depth study of special topics in writing. Prereq: instr consent; repeated enrollment allowed only if topics are different.