

UMD Academic Policies – 2010-2011

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Academic Space Allocation Guidelines

Effective: **November 19, 2011**

Last Updated: **November 19, 2011**

Policy Owner: **Academic Affairs**

Academic space assignment is the purview of the Executive Vice Chancellor for Academic Affairs. Academic space will be used as fully and efficiently as possible. The Minnesota Facilities Model (MFM) space allocation recommendations will be a baseline reference in evaluating requests for space and in justifying the assignment or justification of additional campus space.

Highest priority for the use of space in areas housing classrooms and academic unit offices will be for instruction, offices, and teaching and research laboratories/studios. Student instructional space, including computer laboratories, will be maintained, and expanded if necessary, to satisfy the demand (number of classes, class size, physical requirements, etc.) for such space. Non-instructional space will be assigned according to the general criteria for space allocation presented below. Library and NRRRI space will be assigned by the respective directors.

Criteria for use of Non-Instructional Space in Academic Units

1. Office space (and research space as appropriate) will be first assigned to full time faculty.
2. Office space for full-time professional staff supporting academic activities will be provided as the next priority.
3. Remaining office space will be assigned to part-time faculty, teaching/research assistants, visiting faculty, and staff supporting outreach activities. Except under unusual circumstances these individuals will be assigned shared office space.
4. Administrative units and personnel most contingent to the space will have highest priority for its use, according to need.
5. Space for externally funded research and creative activities will be allocated after the above needs have been met. Priority in allocation of space for such (funded) activities will be as follows (highest to lowest priority):
 - Projects that provide direct or indirect cost funds to the campus and identify faculty members as principal investigators or managers.
 - Mission-related grant projects supervised by UMD faculty or professional staff.
 - Outside projects that provide direct or indirect funds to the campus.
6. Whenever possible, space will be provided for student groups, student study and lounge areas, and staff lounge areas.

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Articulation Agreements

Effective: **June 1, 2009**

Last Updated: **June 1, 2009**

Policy Owner: **Academic Affairs**

Program faculty are encouraged to enter into discussions with community colleges in Minnesota in an effort to streamline the transition to UMD for community college transfer students. Agreements should be recorded, with signatures, using an articulation agreement that includes:

- Names of articulating institutions
- Names of articulating programs
- Description/Purpose of the agreement
- Beginning and end dates of the agreement
- Person/office responsible for maintenance of the agreement
- Clear outline of the courses that will transfer to UMD
- Any criteria for admission to the program after transfer to UMD
- Space for signatures by officials of the UMD department and college, the vice chancellor for academic administration, and the chancellor, as well as appropriate personnel from the transfer institution.

Any courses listed for transfer to equivalent UMD courses must also be included in online transfer manuals/systems. Departments may choose to waive a specific course requirement from the transfer institution based on academic experiences that are not equivalent to a specific UMD course.

Class Notes, Appropriate Use of

Effective: **April 29, 2009**

Last Updated: **Approved by EPC February 27, 2002; Amended and approved by EPC April 29, 2009**

Policy Owner: **Academic Affairs**

The faculty of the University of Minnesota encourages students to take and share notes in their classes, laboratories, and the many other instructional settings in which they participate as they pursue their education at the University. Taking notes is a means of

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recording information but more importantly of personally absorbing and integrating the educational experience. The faculty recognizes that collaborative note-sharing and discussion helps students learn.

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

- Students may not distribute, via the Internet or other means, lecture notes or instructor-provided materials, except to other members of the same class or with the express written consent of the instructor.
- Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. (See Board of Regents Policy: [Copyright](#), Board of Regents Policy: [Commercialization of Intellectual Property Rights](#) and Administrative Policy: [Copyright Ownership](#).)
- While students hold the copyright to their own notes from a course, students may not engage in the sale or widespread distribution of transcript-like notes or notes that are close to verbatim records of a lecture or class presentation. Students may share notes with other students in the same class.
- The provisions of this policy are enforceable as University rules under the Board of Regents Policy: [Student Conduct Code](#).
- If the faculty of a department or collegiate unit, as a group, or individual faculty in a particular course, have assented to or authorized the distribution of lecture notes or instructor-provided materials, such action does not violate this policy.

Class Scheduling Guidelines

Effective: **March 16, 2009**

Last Updated: **March 16, 2009**

Policy Owner: **Academic Affairs**

These guidelines are for the purpose of maximizing the use of instructional space, improving student access to classes, and minimizing campus congestion. The guidelines are designed

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to apply to most situations, but special circumstances may justify exceptions to these guidelines.

All classes in all terms must comply with policies governing credit standards (academic work per credit and instructional time per credit).

Definitions

Classroom: an auditorium, lecture room, or seminar room usable by various disciplines for instructional purposes. General purpose classrooms are rooms that are centrally scheduled by the scheduling office and may or may not have fixed demonstration equipment.

Teaching/Class Laboratory: a room with specialized equipment or use that is assigned to a department and used for regularly- or irregularly-scheduled instruction.

Scheduled Use: use of a room for classes with official department identifiers and course numbers for scheduled class and section meetings. Optional meetings, open labs, and tutorial sessions are not included in scheduled use.

Station Occupancy Rate: the percentage of student stations occupied when room is in use. In practice it is computed as the percentage of stations in a room theoretically occupied according to the official enrollment of the course/section. General purpose classrooms are considered "full" at 65% occupancy (Minnesota Facilities Model).

Time Utilization Rate: is the percentage of time that a room is used/scheduled during a specified block of time. The normal block of class time is defined as 8 a.m. to 5 p.m. Monday through Friday. General purpose classrooms are considered fully used at 71% time (Minnesota Facilities Model).

Full Use: General purpose classrooms are defined as fully used when the product of the time and station rates equal 46% (Minnesota Facilities Model).

Guidelines and Protocols

1. Classes will be scheduled each week of the term in 50 minute time blocks (plus a 10 minute break), in configurations appropriate for the class and in a manner to minimize class conflicts for students.
2. Classes will start on the hour (8, 9, 10, etc.) Monday through Friday, except as noted below.
3. Three-credit classes can be scheduled on two days (Tuesday and Thursday) instead of over three days by using 75-minute time blocks on each day. These classes must be scheduled between 8 a.m. and 11 a.m. or between 2 p.m. and 5 p.m.; class periods on this schedule would be 8:00-9:15, 9:30-10:45, 2:00-3:15, and 3:30-4:45. Departments should attempt to schedule two, three-credit courses within the three-hour block to use a classroom most efficiently.

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4. Exceptions to these schedule patterns may be allowed for pedagogical reasons and in a manner that will minimize possible conflicts in student schedules. Exception requests should be submitted through the college schedule coordinator to the VCAA office for approval.
5. Departments will schedule classes for students on a five-day per week (Monday through Friday) basis.
6. No more than 55% of a department's class time shall be scheduled during the prime time hours. This measurement is based on the TOTAL hours, and/or fraction, of instruction by the department between the hours of 8 a.m. and 5 p.m. Prime time hours are defined as the hours between 9 a.m. and 2 p.m.
7. Classes offered in patterns other than approved above will be placed in classrooms after other classes have been placed and if space is available at that time.
8. When classes cannot be placed, the campus scheduler will work with the department schedule coordinator to reschedule classes. Classes will be rescheduled first in departments which violate prime-time and/or other class schedule pattern rules.
9. If space becomes available in prime time for class placement, classes will be placed in the following order of priority: technology needed, location preference (from the scheduling software preferences), and best fit between class size and room capacity.
10. Academic offerings have priority on the space into which they have been scheduled. Departments should be certain that academic offerings are not displaced from departmental rooms by meetings, conferences, or other occasional activities.
11. The Room Scheduling Office (rooms@d.umn.edu) should be notified immediately if a class is cancelled or if there are any changes in when, where, or how a class is scheduled or delivered so that affected parties can be notified and/or the room can be rescheduled for other activities.
12. The availability of a larger classroom must be verified before faculty give students permission to enroll in a class beyond assigned room capacity.
13. Scheduling of teaching laboratories is the responsibility of the department and collegiate unit to which the lab is assigned. Departments are expected to achieve acceptable use of laboratory space (with a "full-use" goal of 44% time utilization and 80% station occupancy). Under-utilized laboratories are subject to reassignment by the EVCAA office.

Credit Standards

Policy Owner: **Academic Affairs**

A note on the use of terms: For the purposes of this document, references to "class hour" or "contact hour" or "hour" are defined as a 50-minute period.

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The University of Minnesota Senate affirms the standard (first adopted by the University Senate on February 16, 1922, and reaffirmed subsequently) that one semester credit is to represent, for the average undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), or approximately 45 hours of work over the course of an enrollment period. Expectations of faculty and students will be made clear. It is expected that the academic work required of graduate and professional students will exceed three hours per credit per week or 45 hours per semester.

All courses proposed for the semester calendar shall include a student workload statement demonstrating how the course conforms to this policy. College and campus curriculum committees and other approving bodies must consider the student workload statement in reaching a decision on whether to approve a proposed semester course, and should normally reject any course which does not meet, or significantly exceeds, the requirement of three hours of academic work per week for each course credit.

It is understood that professional norms and the nature of the activity may in some cases require more than three hours of work per week or 45 hours per semester per credit. Clinical experiences, some laboratory work, and some studio activities may be unable to adhere to this three-hour-per-credit standard; with college approval and with appropriate notification to the student of the amount of work expected for the course or educational experience (e.g. in class schedules, bulletins, or syllabi), demands on the student in excess of the 45 hours per semester credit are permissible.

The hours of contact time for a course shall equal at least the number of credits for the course times the number of weeks the course is offered. In the majority of cases, this would mean the number of contact hours per week would equal the number of credits for the course, but the contact hours need not be spread out evenly by week.

A contact hour is defined for these purposes as formal instruction by an individual appointed for that purpose by the department or faculty member, including faculty members, graduate teaching assistants, teaching specialists, or, in unusual instances, advanced undergraduates. This standard applies to all enrollment periods. The student workload statement (required in the preceding section) must justify fewer total contact hours than the number of credits for the course times the number of weeks the course is offered; contact hours of all types equal to or in excess of at least one hour per week per credit, on average, need not be justified. College and campus curriculum committees and other approving bodies must consider the contact hours in reaching a decision on whether to approve a proposed semester course; such bodies should normally reject course proposals which have fewer contact hours than the number of credits times the number of weeks the course is offered, barring significant evidence that reduced instructional contact hours are appropriate.

Explicitly exempted from this standard are research seminars, studio courses, clinical experiences, correspondence courses and independent study, directed study or readings or field work, directed research, internships and practicums, honors thesis credits, and other experiences faculty offer to students outside the normal laboratory or classroom setting (many of which include activities beyond the physical boundaries of the campuses). Included in the standard are interactive video classes (which practice should be no different from in-class instruction) and one-way transmission of instruction from the instructor to the

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students (it is assumed that other avenues of two-way interaction are used in this instance, such as email and phone).

Degrees with Distinction and Degrees with Honors

Effective: **January 3, 2011**

Last Updated: **Approved by EPC January 27, 2010; amended and approved by Campus Assembly November 9, 2010**

Policy Owner: **Academic Affairs**

Baccalaureate degree candidates who have done outstanding work may be awarded special honors upon completion of all degree requirements through graduation with Latin honors, conferral of campus honors, conferral of department honors, or any combination of these.

Latin honors are designated as *summa cum laude*, *magna cum laude*, or *cum laude*. Fifteen (15) percent of students graduating in a collegiate unit will be awarded Latin Honors. Within each college Latin honors shall consist of no more than 3 percent *summa cum laude*, 5 percent *magna cum laude*, and 7 percent *cum laude*. The collegiate unit in which the student is enrolled determines the grade point average requirements for each level of Latin honors.

UMD offers a Campus Honors Program. Students are invited to apply to the program based on class rank, ACT scores, Advanced Placement courses, leadership experience and extracurricular activities. Requirements for graduation with Campus Honors include: a cumulative GPA of 3.3 at graduation; completion of at least three Honors designated courses; completion and presentation of an Honors Capstone project; participation in a minimum of six Honors Program activities events each academic semester.

Departmental honors programs are created by individual departments and approved by the dean. These departments are responsible for a) identifying the criteria for departmental honors, and b) students who, upon graduation, have met all of the requirements of the departmental program.

When the baccalaureate degree is conferred, these achievements are noted, as appropriate, on the student's transcript in the following ways

- *Latin honors: summa cum laude, magna cum laude, or cum laude*
- *Campus Honors: UMD Honors*
- *Departmental honors: Distinction*

In addition, the achievement of Latin honors and departmental honors are noted on the diploma.

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Exams for Credit or Proficiency

Last Updated: Approved by EPC January 29, 2003

Policy Owner: Academic Affairs

College Level Examination Program (CLEP)

Students may earn college credit for successful completion of some CLEP examinations. For additional information, contact the associate registrar, 139 Darland Administration Building, 218-726-8795 or see the Web site at www.d.umn.edu/registrar/transfer_Sem/CLEP/index.htm.

Advanced Placement

The College Entrance Examination Board sponsors advanced placement. High school students may earn college credit by receiving satisfactory examination scores (of typically 3, 4, or 5) on the College Entrance and Examination Board Advanced Placement Program examination. For a list of AP credit awards contact the Office of Admissions or see the admissions Web site at www.d.umn.edu/admissions/apchart.html.

Examinations for Proficiency

Neither credits nor grades are granted for courses satisfied through proficiency examinations. If proficiency is demonstrated, a notation is made on the student's transcript that reads, "Course X satisfied by proficiency examination." Proficiency may be certified for the beginning sequences of foreign languages. Through department evaluation to determine proficiency, a student may be allowed to start within the beginning sequence or at the intermediate level of a language sequence.

Courses satisfied through proficiency examination do not reduce the total credit requirements for graduation. Courses listed as major requirements that are satisfied through proficiency examination do reduce the credit requirements in the major field. The department determines whether there is a fee for proficiency testing and administers the fee.

A student may not first take a University course and earn a grade, then take an examination for proficiency for that course content, then subsequently request that the original course grade be omitted from GPA calculation.

Examinations for Credit

Credit by examination is offered at the discretion and with the approval of the student's collegiate academic department. Before considering an examination for credit, a student must consult the appropriate department to ascertain if such an examination is available. With these restrictions, this option is available to any currently registered UMD student. If a course is available for examination by credit, the student cannot be currently enrolled in that course. To earn credit by examination, the work must be of C quality (i.e., grade of C- or higher). If the work on the examination is below this level, no notation is made on the transcript. Only credits, not grades, are granted upon successful completion.

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Credits earned through examination are not considered as regular, residence, or transfer credits. They are listed separately on the transcript and designated as being earned through examination. Once awarded, these special examination credits will remain on the student's transcript unless the credits were awarded in error.

To take an examination for credit, the student must first obtain approval from the academic department, then fill out a *Request for Special Examination* form from the Student Assistance Center, 21 Solon Campus Center (where their current enrollment status will be verified), and complete the outlined procedures. Students are required to pay a \$50 per credit fee in advance for each examination. In addition, a service charge may be assessed when a nationally standardized examination is given. No exceptions are made for students enrolled for the first time or after an absence from the University.

A student may not first take a University course and earn a grade, then take an examination for credit for that course content, then subsequently request that the original course grade be omitted from GPA calculation.

Excused Absences

Effective: **January 3, 2011**

Last Updated: **Approved by EPC April 28, 2010; amended and approved by Campus Assembly on November 9, 2010**

Policy Owner: **Academic Affairs**

Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are circumstances that lead to excused student absence from the classroom.

1. Students may not be penalized when *legitimate and verifiable* circumstances lead to their absence from attending class or taking a final exam in a credit bearing course. These are subpoenas, jury duty, military duty, religious observances, illness [1], and bereavement for immediate family.
2. NCAA varsity intercollegiate athletics are also considered legitimate and verifiable circumstances for excused absences. Student athletes must provide instructors the team schedule during the first week of the semester.
3. A student must notify instructors of circumstances identified above prior to the expected absence or as soon as the circumstance leading to the absence from class is known. Students must also provide written documentation to verify the reason for the absence.
4. If conditions in (1) or (2) and (3) are met, instructors shall work with the affected student so that he/she can make up required course assignments, complete an alternative assignment, or have the missed assignment excused. This accommodation should be implemented in a reasonable and timely manner.

In addition, there are other circumstances not mentioned above that lead to absence from class. These requested absences may be excused at the instructor's discretion; students must provide written documentation to verify the reason for the absence.

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Appeals Process: The first step of any resolution should be between the parties involved. Department head involvement may be requested to assist in finding a resolution. If satisfactory resolution can not be found at this level, an appeal can be made first to the Collegiate Dean and then to the Office of the Executive Vice Chancellor of Academic Affairs.

[1] This includes illness of dependents in the student's care.

Final Exams

Effective: **January 3, 2011**

Last Updated: **Approved by EPC April 28, 2010; amended and approved by Campus Assembly on November 9, 2010**

Policy Owner: **Academic Affairs**

All 1xxx-5xxx courses offered for undergraduate credit should include a final graded component or end of term evaluation that assesses the level of student achievement of one or more course objectives. Instructors are encouraged to design the final component or evaluation to be comprehensive and culminating.

1. "Final graded component" or "end of term evaluation" may include a written final examination, project, composition or performance, demonstration of laboratory skills, or presentation.
2. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class. Final Exam Week is part of the regular semester calendar.
3. For courses that end at a time other than the end of the term, final graded components are to be administered or due on the last scheduled day of the course.
4. *Comprehensive and culminating* means the integration and application of knowledge and skills that form the core of the course.

Exemptions to this policy can only be granted by the appropriate department head and college or school dean. Exemption documentation must be kept on file in the dean's office. Instructors are responsible for informing students of approved deviations from the published final examination schedules.

1. Requests for exemption must be initiated by the instructor of record for the course and forwarded through the department head to the college dean for action. Such requests are considered on a semester-to-semester basis.
2. Requests for permanent exemption for a course for which regular final graded component is inappropriate, such as independent study or seminar courses, should be initiated by the sponsoring department and forwarded to the college dean for action. Such requests, once granted, remain in effect until modified by action of the department.

Examination Scheduling Procedures

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There are two formats for final examinations, regular final examinations and common final examinations. All students are responsible for knowing the final examination scheduling information contained in the UMD Class Schedule and the UMD common examination schedule.

Regular final examinations are scheduled in accordance with the time and days of semester class meetings as indicated in the electronic class schedule documents at: <http://d.umn.edu/onestop/calendar/final-exam-dates.html>. Those classes starting on the quarter or half hour use the closest on-hour start time. Example: for a class which normally meets at 9:15 or 9:30 T,Th, use the exam schedule for 9:00 T, TH. For classes with multiple start times the final exam shall be determined by the day and time of the earliest scheduled class period in a normal week.

Common final examinations may be scheduled for courses offered in three or more sections and must be requested by the department responsible for the instruction. When one or more common exams are scheduled at the same time, priority is given to the earliest class time, as determined by the Class Schedule. The common examination schedule is published in advance of the semester final examination period.

Final Examination Conflicts

UMD policy provides that no student may be required to take more than two final examinations on the same day. The regular final examination and the common examination schedules are constructed to minimize conflicts.

Conflicts are resolved according to the following policy. Regular final examinations take priority over common final examinations and both take priority over examinations that have been shifted to a time deviating from the published examination schedule. When three or more regular final examinations fall on the same day for an individual student, the first and last scheduled examinations on that day take priority over others. When one regular final examination conflicts with two or more common final examinations, the first scheduled common final examination on that day takes priority over other common final examinations. When three or more common final examinations fall on the same day, the first and last scheduled examinations on that day take priority over others. When one or more common final examinations are scheduled at the same time, priority is given to the earliest class time as determined by the regular class schedule.

Makeup Examinations

When a student is excused from a final examination because of a conflict of more than two exams scheduled on the same day, a makeup examination will be scheduled during the final examination period on a day and at a time of mutual convenience to the student and faculty member concerned. If mutual agreement cannot be reached, the faculty member may specify any time during the final examination period that does not create additional conflict with the rest of the student's scheduled examinations.

Grading and Transcripts

Effective: *January 3, 2011*

Last Updated: *Approved by EPC October 27, 2010; amended and approved by Campus*

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Assembly on November 9, 2010; revised by EPC on November 9, 2011; approved by Campus Assembly November 22, 2011; revised and approved by EPC on January 25, 2012; approved by Campus Assembly April 17, 2012

Policy Owner: *Academic Affairs*

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.

A. Establishment and Use of University Grading Systems

1. There are two distinct grading systems at the University of Minnesota Duluth, A-B-C-D-F (with pluses and minuses as permitted by this policy; see chart below) 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 college or program is required to offer a course on the S-N grading system.
4. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
5. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).
6. Except as provided in this policy in Section A (7), no college may use any grading systems other than the ones established by this policy.
7. The UM Medical School Duluth is exempt from the provisions of this policy, but will report their grading systems, and any changes therein, to the Office of Academic Administration.
8. The No Grade (NG) grading basis is used for courses where no grade is required, i.e. thesis courses or courses that have no credit value.

B. Permanent Grades for Academic Work

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 carry the indicated grade points. (UMD does not award A+ grades, nor are D- grades permitted).

Grade	Grade Points	Definition
A	4.000	Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is significantly above the level necessary to meet course requirements

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B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the course requirements in every respect
C-	1.667	
D+	1.333	
D	1.000	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S		Represents achievement that is satisfactory, which is equivalent to a C or better. The S grade will not carry grade points but the credits will count toward the student's degree program if allowed by the college or program.
F	0.000	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 C). The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will count in the grade point average.
N		Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see criteria for I grade). The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

2. These definitions might not apply to grades awarded to students 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 grade.
5. Grades for academic work are based on the quality of the work submitted. Instructors have the responsibility and authority to determine how final grades are assigned.

C. Incompletes

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.

1. The assignment of an I requires a written agreement (<http://www.d.umn.edu/vcaa/iform.pdf>) 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

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than one year to complete the course requirements, except as provided in section C (7).

2. Work to make up an I must be submitted to the instructor (or the department head) 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.
3. For graduate and professional students, an I remains on the transcript until changed by the instructor or department head.
4. 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 has left the University) to the college.
5. 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.)
6. Students may have a degree conferred with an I for a course(s) that is not required for the degree. A permanent grade may replace the I and be calculated in the degree GPA within 30 days from the end term in which the degree was conferred. Otherwise, the degree GPA is frozen upon graduation but the cumulative GPA will reflect the change in GPA as a result of the grade change.
7. 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).
8. Receipt of an I in a course does not create an entitlement for a student to take the course a second time.

D. Scholastic dishonesty.

Scholastic dishonesty in any portion of the academic work for a course may 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](#), Academic Integrity, for a definition of scholastic dishonesty.)

E. Other Transcript Symbols

1. **Credit by Exam.** There will be a symbol T posted as a prefix to the original grade, to indicate credits awarded by test.
2. **Auditing a course.**

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1. There will be a symbol V, visitor, indicating registration as an auditor or visitor, which will carry no credit and no grade.
 2. 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.
 3. Students may not sit in on a course without registering for it.
 4. A student will be allowed to take a previously audited class for a grade.
3. **Withdrawing from a course.**
1. If a student cancels registration in a course during the first two weeks of classes, there will be no record of that course registration entered on the student's transcript.
 2. There will be a symbol W, withdrawal, 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 or during the second or third weeks of summer sessions.
 3. Except as provided in the preceding section, withdrawal after the deadlines will require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.
4. **Continuation course.** There will be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor will submit a grade for each X when the student has completed the sequence.
5. **No Grade.** There will be a symbol, NG, posted for courses in which no grade is required.

F. Repeating Courses

1. **Within the University of Minnesota System.** Students may choose either to retake the UMD course at UMD or to take an approved equivalent course anywhere else within the University of Minnesota system. The latter requires department approval prior to registration through a Permission to Retake a Course Using an Equivalent Course form. Only the last grade recorded is used in calculating the University of Minnesota GPA. Only the most recently completed credits can be applied toward graduation requirements.
2. **Outside the University of Minnesota System.** UMD students may take an equivalent course at an institution outside of the University of Minnesota system to replace a course previously completed at UMD only if department approval is granted before registering for the course through a Permission to Retake a Course Using an Equivalent Course form. Although this course may be used to meet UMD degree requirements, its grade will not be included in the student's University of Minnesota GPA. Only the most recently completed credits can be applied towards graduation requirements. A notation will be added to the transcript that the UMD course was repeated at another institution.
3. When a student repeats a course before receiving his/her degree, (a) both grades for the course will appear on the official transcript, (b) the course credits will 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. This

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does 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."

4. If an undergraduate student repeats a course after his/her degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
5. 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. An F grade earned in a course may not be bracketed with an N grade earned when the course is repeated. Any grade earned in a course may be bracketed with an S grade earned when a course is repeated.
6. When a student enrolled in the Graduate School repeats a course, provision 3 applies, but all grades for the course will be counted in the student's grade point average.

G. 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. **Releasing transcripts.** The University's official transcript, the complete and 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.
3. **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.
4. **Final grade due date.** Final grades will be submitted to the Registrar no later than three business days following the date of the last scheduled final examination for the term.
5. **Transcript Text.** Text notations may be entered to the transcript to describe specific events. Any requests for a new category of notation to be included on the transcript must be approved by the Registrar in coordination with Academic Affairs.

High School Prep Requirements

Effective: January 3, 2011

Last Updated: Approved by EPC on April 28, 2010; amended and approved by Campus Assembly on November 9, 2010; revised and approved by EPC March 7, 2012; approved by Campus Assembly April 17, 2012

Policy Owner: Academic Affairs

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

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1. ENGLISH - Four years, including writing, literature, and speech. Within the writing component, students may elect work in composition, creative writing, journalism, or research writing. Literature may include both American and world literatures; speech may include both public speaking and debate.
2. MATHEMATICS - Three years consisting of two years of algebra, one of which must be intermediate or advanced algebra, and one year of geometry.
3. SCIENCE - Three years, including at least one course each in the biological and physical sciences, and all three units to incorporate significant laboratory experience. The biological and physical science requirements would most commonly be met by courses in biology, chemistry, and physics. Other courses could include advanced biology, human anatomy and physiology, botany, zoology, geology, and advanced chemistry and physics.
4. SOCIAL STUDIES - Three years, including one year each of geography and American history. Geography need not always be taught as a full year course, and may in fact be incorporated in a significant way into other studies; transcripts should indicate specifically which courses meet the geography requirement.
5. WORLD LANGUAGE - Two years of a single second language.
6. ARTS - One year in the visual or performing arts including instruction in the history and critical interpretation of the art form. Courses in the arts should offer students the opportunity to experience the arts directly as creators/performers and as critical, informed observers.

Additional study in mathematics and science is highly recommended.

Students should consult their college/program policies for more specific requirements.

In exceptional cases, UMD admits students deficient in these requirements with the expectation that any deficiencies will be made up before 60 credits, including transfer credits, are earned. Any student admitted as an exception to this policy will be unable to graduate until the requirement is fulfilled.

Holds

Effective: **June 29, 2009**

Last Updated: **June 29, 2009**

Policy Owner: **Academic Affairs**

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

Hold may be placed on a student's record under the following circumstances:

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- In order to assist the student, advisers may at any stage during a student's academic career impose a hold on his or her record that affects the student's ability to register when appropriate for advising purposes.
- 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).
- Academic Affairs may designate other appropriate reasons for the University to place a hold on a student's record.

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.

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 of Student and Community Standards.

Inactive Courses

Effective: ***Reviewed and posted, March 23, 2009***

Last Updated: ***March 23, 2009***

Policy Owner: ***Academic Affairs***

If a course is described in our catalog, there is a reasonable expectation that it would be scheduled on a regular basis. The University catalog will not include courses that have not been offered in the past two years and are not scheduled in the upcoming year.

Courses that do not meet the scheduling criteria outlined above will be changed to inactive status in the Electronic Course Authorization System (ECAS) and as a result, will not appear in the online catalog. If a department plans to put an inactive course back into rotation, its status can be changed to active by memo to EVCAA.

Liberal Education Program

The liberal education program (LEP) is the overall framework around which all UMD baccalaureate degree programs are designed. While depth is achieved through requirements for majors and minors, breadth is achieved by exposure to disciplined inquiry in the liberal education program's 10 categories of knowledge.

In addition to providing breadth of knowledge, the liberal education program encourages critical and creative thinking, develops speaking and writing skills, provides practice in analytical study methods, examines basic values, encourages active

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citizenship and social responsibility, and provides awareness of historical traditions, intellectual and artistic endeavors, contemporary global issues, and diverse cultural values in the United States. Objectives for each of the 10 categories are indicated in the brief statement at the beginning of each category in the following list.

Candidates for any UMD baccalaureate degree must complete the lower division liberal education program. Some baccalaureate degree programs have requirements that exceed those specified here. Students should check their degree program requirements as well as those listed below.

Students are encouraged to complete a majority of the liberal education program in their first two years of study. It is the student's responsibility to select, in consultation with an adviser, specific liberal education courses that are prerequisites for upper division courses in their major, minor, or degree programs. Students enrolled in pre-professional programs who do not intend to complete their degree at UMD are not required to complete the lower division liberal education program. However, these students should carefully select liberal education courses in consultation with their advisers to meet requirements of the institution in which they intend to complete their degree, especially if that institution requires the [Minnesota Transfer Curriculum](#).

Advanced standing transfer students who are candidates for a UMD baccalaureate degree may have completed the 40 credits required in the Minnesota Transfer Curriculum at another institution as part of an associate of arts or baccalaureate degree program.

Advanced standing students who have completed an associate of arts or baccalaureate degree at another accredited college or university are exempt from UMD's liberal education requirements.

UMD approved a new Liberal Education program effective in the fall of 2012. Please see listed below for **Requirements Effective Fall 2012**.

Current Requirements

Liberal Education Program (LEP) Requirements

Students intending to graduate from UMD must complete at least 35 semester credits from the LEP by:

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1. completing at least one course within each of the 10 LEP categories except where an option is provided. One course is defined as a minimum of two credits from a single course designator (e.g., ECON, SOC, MU).
2. completing one course that emphasizes cultural diversity within the United States. These courses are designated with one asterisk (*).
3. completing one course that emphasizes international perspective. These courses are designated with two asterisks (**).

Cultural diversity courses focus on being sensitive to and understanding significant differences among people in the United States. International perspective courses focus on understanding contemporary issues from a global perspective or understanding cultures and societies different from those in the United States.

Options

1. Students may take two courses from Category 4 and none from Category 5 if the Category 4 courses have two different course designators.
2. Students may take two courses from Category 9 and none from Category 10 if the Category 9 courses have two different course designators. Art and Art History are considered the same course designator.
3. A maximum of 2 credits from approved PE and REC courses may be included in the total LEP credits but will not be applied to any category.

Category 1—Composition

This category should develop skills in composition and written communication.

WRIT 1120—College Writing (3 cr) or its equivalent

WRIT 1120 or its equivalent must be completed during the first two semesters of attendance at UMD as part of the UMD liberal education program or [Minnesota Transfer Curriculum](#). Entering freshmen who score a 4 or above on either of the Educational Testing Service Advanced Placement examinations in English: Literature and Composition or Language and Composition are granted 3 credits for WRIT 1120. Students scoring a 32 or above on the ACT English exam are exempt from WRIT 1120. UMD Honors students are exempt from WRIT 1120 when they have taken WRIT 1015—Freshman Seminar: Honors, Cyber Theory and Practice and/or WRIT 1017—Freshman Seminar: Honors, The Rhetoric of Popular Culture. Students must contact their Student Affairs Office for this exemption to be processed. For more information, contact the Department of Writing Studies.

Category 2—Math, Logic, and Critical Thinking

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Courses in this category should develop the ability to use and analyze formal symbolic systems. Emphasis should be on the theory and/or development of skills in specific symbolic systems, logic, linguistics and linguistic analysis, mathematics, statistics, and critical thinking.

GEOG 2552—Introduction to Maps and Cartographic Methods (3 cr)

LING 1811—Introduction to Language (3 cr)

MATH 1024—Introduction to Contemporary Mathematics (3 cr)

MATH 1160—Finite Mathematics and Introduction to Calculus (5 cr)

MATH 1234—Freshman Seminar: Topics (3 cr)

MATH 1250—Precalculus Analysis (4 cr)

MATH 1290—Calculus for the Natural Sciences (5 cr)

MATH 1296—Calculus I (5 cr)

MATH 1596—Honors Calculus I (5 cr)

PHIL 1008—Critical Thinking (4 cr)

PHIL 1018—Logic (4 cr)

PHIL 1118—Freshman Seminar Honors: Logic (4 cr)

STAT 1411—Introduction to Statistics (3 cr)

STAT 2411—Statistical Methods (3 cr)

Category 3—Communication, Computer Science, and Foreign Languages

Courses in this category should develop the ability to use and analyze human and computer languages. Emphasis should be on the theory and/or development of skills in the methods of human and computer languages, and rhetoric.

AMIN 1103*—Beginning Ojibwe I (3 cr)

AMIN 1104*—Beginning Ojibwe II (3 cr)

AMIN 2103*—Intermediate Ojibwe I (3 cr)

AMIN 2104*—Intermediate Ojibwe II (3 cr)

ASL 2001*—American Sign Language Studies I (3 cr)

ASL 2002*—American Sign Language Studies II (3 cr)

CHIN 1101**—Chinese I: A Practical Introduction to Everyday Mandarin Chinese (4 cr)

CHIN 1102**—Chinese II: A Practical Introduction to Everyday Mandarin Chinese (4 cr)

CHIN 1103—beginning Mandarin Chinese III (4 cr)

CHIN 1104—Beginning Mandarin Chinese IV (4 cr)

CHIN 1201**—Intermediate Chinese I: Mandarin Chinese (3 cr)

CHIN 1202**—Intermediate Chinese II: Mandarin Chinese (3 cr)

COMM 1000—Human Communication Theory (3 cr)

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COMM 1112—Public Speaking (3 cr)
COMM 1222*—Interpersonal Communication (3 cr)
COMM 1511—Honors: Public Speaking (3 cr)
CSD 1100—Phonetics (2 cr)
CS 1011—Introduction to Computers and Software (3 cr)
CS 1121—Introduction to Programming in Visual BASIC (3 cr)
CS 1131—Introduction to Programming in FORTRAN (3 cr)
CS 1135—Introduction to Programming in FORTRAN 90 (2 cr)
CS 1301—Introduction to 3D Game Development (4 cr)
CS 1511—Computer Science I (5 cr)
CS 1581—Honors: Computer Science I (5)
CS 2121—Introduction to Programming in Java (3 cr)
FR 1101—Beginning French I (4 cr)
FR 1102—Beginning French II (4 cr)
FR 1201—Intermediate French I (4 cr)
FR 1202**—Intermediate French II (4 cr)
FR 2301**—Advanced French (4 cr)
GER 1101—Beginning German I (4 cr)
GER 1102—Beginning German II (4 cr)
GER 1201—Intermediate German I (4 cr)
GER 1202**—Intermediate German II (4 cr)
GER 2301**—Advanced German (4 cr)
ITAL 1101**—Beginning Italian (3 cr)
ITAL 1102**—Beginning Italian II (3 cr)
LANG 1101—Beginning Foreign Language I (4 cr)
LANG 1102—Beginning Foreign Language II (4 cr)
LANG 1201—Intermediate Foreign Language I (4 cr)
LANG 1202**—Intermediate Foreign Language II (4 cr)
PHIL 2011—Philosophy of Language (3 cr)
RUSS 1101—Beginning Russian I (4 cr)
RUSS 1102—Beginning Russian II (4 cr)
SPAN 1101—Beginning Spanish I (4 cr)
SPAN 1102—Beginning Spanish II (4 cr)
SPAN 1201—Intermediate Spanish I (4 cr)
SPAN 1202**—Intermediate Spanish II (4 cr)
SPAN 2301**—Advanced Spanish (4 cr)

Category 4—Physical and Biological Sciences With Lab

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Courses in this category should focus on the observation, identification, description, experimental investigation, and theory of natural phenomena.

AST 1061—Freshman Seminar: Observing the Universe (4 cr)
BIOL 1001—Biology and Society (4 cr)
BIOL 1011—General Biology I (5 cr)
CHEM 1104 - Aspects of Chemistry Lab (1 cr)
CHEM 1113—Introduction to General, Organic, and Biological Chemistry I (5 cr)
CHEM 1154—General Chemistry I Lab (1 cr)
CHEM 1161—Honors: General Chemistry I (5 cr)
GEOG 1414—Physical Geography (4 cr)
GEOL 1110—Geology and Earth Systems (4 cr)
GEOL 1130**—Introduction to Environmental Science (4 cr)
PHYS 1001—Introduction to Physics I (5 cr)
PHYS 2011—General Physics I (4 cr)

Category 5—Physical and Biological Sciences Without Lab

Courses in this category should focus on the observation, identification, description, experimental investigation, and theory of natural phenomena.

AST 1040—Introductory Astronomy (3 cr)
BIOL 1010—Home Horticulture (3 cr)
BIOL 1087—Freshman Seminar: Darwinian Medicine (3 cr)
BIOL 1093—Freshman Seminar: Biological Illustrations (3 cr)
BIOL 1094—Freshman Seminar: Northern Stream Ecosystems and the Angler (3 cr)
BIOL 1098—Freshman Seminar: Oceans and Human Health (3 cr)
BIOL 2763*—Biology of Women (2 cr)
CHE 1011—Introduction to Chemical Engineering (3 cr)
CHEM 1103 - Aspects of Chemistry (3 cr) *if taken in conjunction with CHEM 1104 will only count towards Lib Ed Cat 4*
CHEM 1105—From the Industrial Revolution to Green Chemistry (3 cr)
CHEM 1153 - General Chemistry I (3 cr) *if taken in conjunction with CHEM 1154 will only count towards Lib Ed Cat 4*
ECE 1501**—Freshman Seminar Honors: Renewable Energy, (3 cr)
ES 2803**—Issues in Global Ecology (3 cr)
GEOL 1120-Life and Death of the Dinosaurs (3 cr)
GEOL 1040—Freshman Seminar: Topics (3 cr)
GEOL 1140**—Climate Change, Human History (3 cr)

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GEOL 1610—Oceanography (3 cr)
GEOL 2350**—Earth's Resources (3 cr)
HLTH 1470—Human Nutrition (3 cr)
PHYS 1011—Ideas in Physics (3 cr)

Category 6—The Social Sciences

Courses in this category should deal with the empirical/descriptive study of individual behavior and social institutions affecting individuals as members of society, including psychological, social, cultural, economic, and political phenomena.

AAAS 1101** - Introduction to Black Caribbean Studies (3 cr)
AMIN 2210—American Indian Politics: Law, Sovereignty, and Treaty Rights (3 cr)
ANTH 1604**—Cultural Anthropology (4 cr)
ANTH 1612—Introduction to Archaeology (4 cr)
COMM 1010—Persuasion (3 cr)
COMM 2929**—Intercultural Communication (4 cr)
ECON 1022—Principles of Economics: Macro (3 cr)
ECON 1023—Principles of Economics: Micro (3 cr)
GEOG 1304*—Human Geography (3 cr)
GEOG 2313—Economic Geography (3 cr)
POL 1011—American Government and Politics (3 cr)
POL 1500**—Introduction to Comparative Politics (3 cr)
PSY 1003—General Psychology (4 cr)
PSY 2021*—Developmental Psychology (4 cr)
SOC 1101*—Introduction to Sociology (4 cr)

Category 7—Historical and Philosophical Foundations

Courses in this category should focus on the study of societies and/or cultures and the analysis of basic philosophical issues and traditions.

AAAS 1100* - Introduction to African and African American Studies (3 cr)
AAAS 1102* - Introduction to Atlantic Slave Trade (3 cr)
AMIN 1010* - American Indian Experiences up to 1900 (3 cr)
AMIN 1020*—American Indian Experience: 1900 - present (3 cr)
AMIN 3420*-American Indians in Sports (3 cr)
ANTH 1601**—Freshman Seminar: Prehistoric Cultures (4 cr)
ANTH 1602**—Prehistoric Cultures (4 cr)

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CST 1020—Landscapes, Environments, and U.S. Culture (3 cr)
ECON 3031—History of Economic Thought (3 cr)
EDUC 1101—Education in Modern Society (3 cr)
ENGL 1802—Freshman Seminar: Asian Culture (4 cr)
HIST 1027**—Introduction to Islam (3 cr)
HIST 1095—Freshman Seminar: Topics (3–4)
HIST 1207—Dawn of Modern Europe (3 cr)
HIST 1208—Europe in the Modern Age (3 cr)
HIST 1304—U.S. History Part I: 1607–1877 (3 cr)
HIST 1305—U.S. History Part II: 1865–Present (3 cr)
HIST 1400**—Modern World History (3 cr)
HIST 2325**—Muslim Societies (4 cr)
HIST 2345—Science and Society: 1500–Present (3 cr)
HIST 2355 - United States Military History (3 cr)
HIST 2357*—Women in American History (3 cr)
HIST 2365**—Russia in the 20th Century (3 cr)
HIST 2515*—Precolonial Africa (3 cr)
HIST 3235**—History and Soccer: The Rise of the World's Game (3 cr)
PE 2001—Sport Ethics and Society (3 cr)
PHIL 1001—Introduction to Philosophy (3 cr)
PHIL 1007**—Philosophy and World Religions (3 cr)
PHIL 1101—Honors: Introduction to Philosophy (3 cr)
POL 1610—Introduction to Political Theory (3 cr)
SPAN 2093 - Spanish Historical Film & Fiction in Translation (4 cr)
WRIT 1506—Literacy, Technology, and Society (3 cr)
WS 1000*—Introduction to Women's Studies (3 cr)

Category 8—Contemporary Social Issues and Analysis

Courses in this category should analyze contemporary issues and their relationship to individuals and/or social institutions in economic, political, educational, or religious systems.

ACCT 2005—Survey of Accounting (3 cr)
AMIN 2405 - American Indian Families and Society: Culture and Tradition in History and Current Issues (3 cr)
AMIN 2407*—Boarding Schools and Beyond: A History of American Indian Education 1880-Present (3 cr)
AMIN 3206*—Federal Indian Policy (3 cr)

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ANTH 1080**—Freshman Seminar: Understanding Global Cultures (3 cr)
ANTH 1095**—Freshman Seminar: Topics (3-4)
BLAW 2001—The Legal Environment (3 cr)
COMM 1500—Media and Society (3 cr)
COMM 2101—Foundations of Mass Communication (3 cr)
COMM 2102—Media Effects (3 cr)
CRIM 1301 - Introduction to Criminology (4 cr)
CS 1094—Freshman Seminar: Computers and Society (3 cr)
CSD 2230*—Human Communication Disorders (3 cr)
CST 1050—Freshman Seminar: Bodies and Culture (4 cr)
CST 1101—Introduction to Cultural Studies (4 cr)
CST 2001*—Introduction Gay Lesbian Bisexual and Transgender Studies (4 cr)
ECON 1003—Economics and Society (3 cr)
EDUC 1100*—Human Diversity (3 cr)
EDUC 1201—Managing Planet Earth (3 cr)
GEOG 1202**—World Regional Geography (3 cr)
GEOG 2306—Environmental Conservation (3 cr)
GER 2040**—Berlin, Myth, Legend, and Reality (3 cr)
GER 2402**—Germany Today (3 cr)
HLTH 1100—Health and Wellness Strategies for Life (3 cr)
INTS 1070**—An Introduction to Scandinavia (3 cr)
PHIL 1003**—Ethics and Society (3 cr)
PHIL 2021—Science and Pseudo-Science: Thinking About Weird Things (3 cr)
PHIL 3242—Values and Technology (3 cr)
POL 1050**—International Relations (3 cr)
PSY 2023**—Marriages and Families Worldwide (4 cr)
PSY 2223*—Gender in Society (4 cr)
SOC 1080—Freshman Seminar: Development of Social Selves (3 cr)
SOC 1095—Freshman Seminar: Topics (3-4)
SOC 1201*—Sociology of the Family (3 cr)
SPAN 2540*—Latino Literatures and Cultures (3 cr)
SPED 1357*—Individuals With Disabilities in Society (3 cr)
SW 1210**—Global Issues (3 cr)
SW 1211**—Freshman Seminar: Global Issues (3 cr)
SW 1212**—Global Issues Honors Seminar (3 cr)
SW 1619*—Race, Class, and Gender in the United States (3 cr)
URS 1001—Introduction to Urban and Regional Studies (3 cr)
WRIT 1017—Freshman Seminar: Honors, The Rhetoric of Popular Culture (3 cr)
WS 2101*—Women, Race, and Class (3 cr)

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Category 9—Literary and Artistic Expression: Analysis and Criticism

Courses in this category should familiarize students with the basic aims, elements, and principles of interpretation and criticism of literature, folklore, myth, the visual arts, dance, film, music, and theatre. Emphasis should be on principles and techniques of analysis, interpretation, and criticism.

AMIN 1606—Introduction to American Indian Literature (3 cr)
AMIN 2605—Survey of American Indian Arts (3 cr)
ART 1001**—Art Today (3 cr)
ART 1003 - Introduction to Design (3 cr)
ART 1814*—Creating Across Cultures (3 cr)
ART 1900—Visual Literacy (3 cr)
ARTH 1303—History of World Art I (3 cr)
ARTH 1304**—History of World Art II (3 cr)
ARTH 1400—Freshman Seminar Honors: Paris in the Age of Impressionism (3 cr)
ARTH 2300**—The City as a Work of Art (3 cr)
ARTH 2390*—American Art of the 20th Century (3 cr)
ARTH 2815*—Women Artists in History (3 cr)
CST 1010—Romanticism and Revolution (4 cr)
DN 1001**—Introduction to the World of Dance (3 cr)
ENGL 1001—Great American Authors (3 cr)
ENGL 1101—Literature Appreciation (3 cr)
ENGL 1507—Time and Place (4 cr)
ENGL 1535—King Arthur in History, Literature, and Art (4 cr)
ENGL 1575—20th-Century Literature (4 cr)
ENGL 1582**—Introduction to World Literatures (3 cr)
ENGL 1583**—Introductory Study of Major Topics in Contemporary African Literature (3 cr)
ENGL 1585**—Australian and New Zealand Literature and Culture (4 cr)
ENGL 1666—Tales of Terror (4 cr)
ENGL 1801—Freshman Seminar: American Gothic (4 cr)
ENGL 1803—Freshman Seminar: Unseen Reality (4 cr)
ENGL 1805—Freshman Seminar: Satire and Humor (4 cr)
ENGL 1907—Introduction to Literature (3 cr)
ENGL 2571—Contemporary Literature (4 cr)
ENGL 2581*—Women Writers (4 cr)
ENGL 3223—Shakespeare (4 cr)

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FA 1102—Creating Art (3 cr)
FR 2315**—French Cinema (4 cr)
GER 2315** - German Film: History and Analysis (3 cr)
MU 1001**—Introduction to Music (3 cr)
MU 1003—Beethoven to the Beatles (3 cr)
MU 1005*—Jazz Studies (3 cr)
MU 2001**—Ethnic and Folk Music of the World (3 cr)
MU 2003—Survey of American Music (3 cr)
MU 2005*—African Roots of American Music (3 cr)
PHIL 1021—Classical Mythology (3 cr)
RUSS 2316** - 19th Century Russian Literature in Translation (4 cr)
RUSS 2595**—Special Topics (Various Titles to be Assigned) (4 cr)
TH 1001—Introduction to Theatre Arts (3 cr)
TH 1051—Introduction to Film (3 cr)
TH 1053—Film and Society (3 cr)
TH 1071—Musical Theatre History (3 cr)
TH 3871—Playwriting (3 cr)

Category 10—Literary and Artistic Expression: Performance

Courses in this category should provide opportunities for creative expression through participation, production, or performance of literary or artistic expression and should pay significant attention to larger theoretical issues.

ART 1002—Introduction to Art (3 cr)
ART 1005—Freshman Seminar: Introduction to Art (3 cr)
ART 1006—Freshman Seminar: Fundamentals of Drawing (3 cr)
ART 1009—Fundamentals of Drawing (3 cr)
ART 1015—Freshman Seminar: 3-D Design (3 cr)
ART 1405—Fundamentals of Ceramics I (3 cr)
ART 1605—Fundamentals of Photography (3 cr)
ART 1607—Freshman Seminar: Fundamentals of Photography (3 cr)
ART 2810 - Art in Elementary Education (3 cr)
DN 1101—Modern Dance Technique I (2 cr)
DN 1111—Jazz Dance Technique I (2 cr)
DN 1131—Ballet Technique I (2 cr)
MU 1501—Concert Band (1 cr)
MU 1502**—Symphonic Wind Ensemble (1 cr)
MU 1503**—Symphony Orchestra (1 cr)

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MU 1504—Chamber Orchestra (1 cr)
MU 1505*—Jazz Ensemble (1 cr)
MU 1510—Concert Chorale (1 cr)
MU 1511**—University Singers (1 cr)
MU 1512—Chamber Singers (1 cr)
MU 1513*—Vocal Jazz Ensemble (1 cr)
TH 1099—Theatre Practicum I (1 cr)
TH 1111—Acting Fundamentals I (3 cr)

PE and Rec Courses

A maximum of 2 credits of 1xxx physical education and recreation courses may be included in the total liberal education credit requirement, but these courses are not applied to any category.

PE 1220—Intermediate Swimming (1 cr)
PE 1300—Ballroom Dance (1 cr)
PE 1304—Square Dance (1 cr)
PE 1402—Tennis (1 cr)
PE 1410—Golf (1 cr)
PE 1414—Bowling (1 cr)
PE 1500—Cross-Country Skiing (1 cr)
PE 1502—Alpine Skiing (1 cr)
PE 1507—Introduction to River Kayaking (1 cr)
PE 1508—Flat water Canoeing (1 cr)
PE 1510—Whitewater Kayaking (2 cr)
PE 1512—Fishing Skills (1 cr)
PE 1530—Rock Climbing (1 cr)
PE 1600—Physical Fitness (1 cr)
PE 1601—Aerobics (1 cr)
PE 1612—Karate (1 cr)
PE 1614—Self Defense (1 cr)
PE 1616—Weight Training (1 cr)
PE 1706—Volleyball (1 cr)
PE 1708—Basketball (1 cr)
REC 1201—Outdoor Skills I (2 cr)
REC 1202—Outdoor Skills II (2 cr)

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Requirements Effective Fall 2012

Mission Statement: The Goals of a Liberal Education

A liberal education prepares individuals to lead productive and socially responsible lives in a diverse and rapidly changing world. The Liberal Education Program at UMD helps students develop competencies that can be adapted for use in any occupation and by virtually any individual. Liberal education at UMD is not restricted to any particular part of the curriculum but is woven through each student's course of study, including core requirements and requirements for the major.

The new program includes detailed criteria that bind courses together and help to create a common experience across the disciplines. It promotes greater integration of liberal education throughout the student's undergraduate education by encouraging the incorporation of liberal education courses into the major and in upper division courses.

Liberally educated students are "Prepared, Informed, and Committed."

Prepared to:

- identify, analyze and solve problems, demonstrating critical and analytical thinking competency within and across various fields of knowledge
- think creatively, demonstrating intellectual curiosity, imagination and flexibility
- communicate effectively through writing and speaking
- work productively, independently and through collaboration
- access, evaluate, and make use of information gathered through multiple methodologies

Informed about:

- the foundations of knowledge and inquiry about nature, culture and society
- the past and its relevance to the present and the future
- controversies and unanswered questions in multiple domains of knowledge

Committed to:

- life-long learning
- civic engagement and social responsibilities
- knowledge and competence across cultures
- considering ethical implication of ideas and actions

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- understanding contemporary global issues

Total Credit Requirement for the Liberal Education Core

The new Liberal Education Core requires a maximum of 39 credits of course work; however, a single course can be used to satisfy multiple requirements, reducing the total number of credits.

Part I. Language and Reasoning Skills (9 credits)

- a. Writing and Information Literacy -WRIT 1120 (3 credits)
- b. Oral Communication and Languages (3 credits)
- c. Logic and Quantitative Reasoning (3 credits)

Part II. Knowledge Domains (21 credits)

- a. Natural Sciences (6 credits, 2 designators, 1 lab)
- b. Social Sciences (6 credits, 2 designators)
- c. Humanities (6 credits, 2 designators)
- d. Fine Arts (3 credits)

Part III. Key Topics (9 credits)

- a. Global Perspectives (3 credits)
 - b. Cultural Diversity in the US (3 credits)
 - c. Environmental Sustainability (3 credits)
- An LE Core course that meets the criteria for part II (Knowledge Domain) and part III (Key Contemporary Topic) may be used to fulfill both requirements.
 - A course in the major that meets the criteria for parts Ib, Ic, II and/or III may be used to satisfy both major and LE Core requirements.

ORAL COMMUNICATION AND LANGUAGES

Category Description

Courses approved for liberal education credit in Oral Communication, will have as their primary focus the development of the knowledge and skill sets necessary for effective oral communication.

LOGIC AND QUANTITATIVE REASONING

Category Description

Courses approved for liberal education credit in Logic and Quantitative Reasoning will develop students' logic and/or quantitative reasoning skills and enable them to apply these skills to a variety of everyday situations.

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NATURAL SCIENCES

Category Description

Liberal education courses in the natural sciences' teach students how to formulate and test scientific hypotheses, interpret experimentally obtained data, and draw conclusions from the data. They also create a link between scientific ideas and problems that arise in the everyday world.

SOCIAL SCIENCES

Category Description

Social Sciences are those branches of knowledge that investigate how cultural, social, and structural factors influence human social behavior. Liberal education courses in these fields introduce students' to the major theoretical perspectives in the given field, such that students understand the meaning and application of key concepts, learn how to both test and build theory, and articulate policy implications of theory.

HUMANITIES

Category Description

The Humanities are those branches of knowledge concerned with human thought and culture. In humanities courses, students' learn to describe, analyze, interpret, and otherwise critically examine the products and processes of human culture, including material artifacts, activities and systems of meaning and value (such as particular philosophical, linguistic, and intellectual traditions or innovations).

FINE ARTS

Category Description

The Fine Arts use imagination, creativity, and discipline-specific skills to reflect the complexity of human life. Fine Arts courses develop student's ability to think and act with creativity, demonstrating intellectual curiosity, imagination, and flexibility. These courses also develop student's ability to appreciate the aesthetic value of static and kinetic fine art.

GLOBAL PERSPECTIVES

Category Description

Courses approved for the Global Perspective requirement focus on developing an awareness of contemporary global topics and transnational connections. Global topics entail interrelationships among cultures, societies, nations, and other social units worldwide, and they include transnational processes such as migration, urbanization,

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trade, diplomacy, and information flow. Courses will examine global topics facing at least one country other than the United States, with an emphasis on shifts in cultural, economic, political, and social relationships. Students' will have the opportunity to consider matters such as the rights and responsibilities of global citizenship and to develop greater cross-cultural competence.

CULTURAL DIVERSITY IN THE UNITED STATES

Category Description

Courses approved for the Cultural Diversity in the United States requirement focus on creating awareness of diverse cultural values and increasing a commitment to knowledge and competence across various cultures, with an emphasis on those represented in the United States. Courses can come from a variety of disciplines, including interdisciplinary approaches involving two or more departments. These courses provide students' with an opportunity to broaden their knowledge of the culturally complex social fabric of the United States and to enhance their abilities to interact with the diverse groups that make up our nation.

ENVIRONMENTAL SUSTAINABILITY

Category Description

Courses approved for the Environmental Sustainability requirement focus on developing an awareness of the interaction of the natural environment with societal needs and desires. Courses can come from a variety of disciplines, including interdisciplinary approaches involving two or more departments. Courses will examine ways in which the science of the natural environment interacts with economic, social, and political forces in a local, national, and/or global context.

Mid-Term Alerts for Academic Performance

Effective: **June 1, 2009**

Last Updated: **June 1, 2009**

Policy Owner: **Academic Affairs**

1. Instructors in all 1-XXX and 2-XXX courses will provide a mid-term alert for students who, on the basis of performance to date in the course, appear to be in danger of receiving a grade of D, F, or N. Such notification will be provided no later than the end of the eighth week of the semester and earlier if possible, to allow students to improve their classroom performance or to withdraw by the eighth week. Mid-term alerts will not be recorded on transcripts.

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

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

Prerequisites

Effective: **July 23, 2009**

Last Updated: **July 23, 2009**

Policy Owner: **Academic Affairs**

Procedure/Annotations: Course proposals should indicate whether a prerequisite is enforced, printed in the class schedule, or both. Prerequisites are enforced by the registration system at the point of registration; students will not be able to register unless the prerequisite course is on the student academic record. Note: transfer credit is not included on the academic record that feeds into the registration system. Students who completed the prerequisite from a transfer institution will not be able to register in a course that enforces the prerequisite without instructor or department permission.

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, catalogs 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)

Recommended Policy Statements for Syllabi

The following academic policies relate to specific aspects of teaching and learning. In addition to including a reference to these policies as part of the syllabus, instructors are encouraged to discuss elements of the policies particularly applicable to their courses.

Instructors may:

- *Copy the exact language provided below, or*
- *Include references to the policies, or*
- *Include statements on the following policies in the syllabus.*

Student Conduct Code:

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Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Student are expected adhere to Board of Regents Policy: *Student Conduct Code*:

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Teaching & Learning: Instructor and Student Responsibilities:

UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. To reference the full policy please see: <http://www.d.umn.edu/vcaa/TeachingLearning.html>

Academic Integrity:

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. Academic dishonesty is regarded as a serious offense by all members of the academic community. UMD's Student Academic Integrity Policy can be found at:

<http://www.d.umn.edu/conduct/integrity/>

Final Exams:

All 1xxx-5xxx courses offered for undergraduate credit should include a final graded component or end of term evaluation that assesses the level of student achievement of one or more course objectives. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class.

To reference the full policy please see: <http://www.d.umn.edu/vcaa/FinalExams.html>

Excused Absences:

Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are legitimate and verifiable circumstances that lead to excused student absence from the classroom. These are subpoenas, jury duty, military duty, religious observances, illness, bereavement for immediate family, and NCAA varsity intercollegiate athletics. For complete information, please see:

<http://www.d.umn.edu/vcaa/ExcusedAbsence.html>

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. For additional information, please see:

<http://www.d.umn.edu/vcaa/ClassNotesAppropriateUseof.html>

Student Academic Grievance Policy

Policy Owner: Academic Affairs

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A. Scope and Purpose

1. This policy addresses academic grievances only. Academic grievances are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Academic grievances must be based on a University rule, policy, or established practice claimed to be violated. (This policy does not limit the University's right to change rules, policies, or practices.)

2. This policy *does not apply* to conflicts connected with student employment or complaints alleging violation of the University's policies of sexual harassment or academic misconduct. This policy *does not apply* to actions taken under the Student Conduct Code and the Student Academic Integrity Policy. Such claims shall be referred to the appropriate office for investigation and review. Any complaint alleging discrimination in the University/student relationship may be filed either under this policy or with the Office of Equal Opportunity, but not both.

3. This policy provides an efficient process, allowing for both informal and formal resolutions of conflicts. Resolutions may include student reinstatement or other corrective action for the benefit of the student, but may not include monetary compensation or take disciplinary action against any employee of the University. If, as a result of the outcome of a student grievance, discipline is being considered, the appropriate disciplining member of the administration or his/her designee who will follow the procedures in the relevant contracts, where applicable, will conduct a separate investigation.

B. Informal Resolution

1. The first step of any resolution should be at the lowest level, between the parties involved or the parties and an appropriate administrator at that lowest level.

2. Grievances involving an instructor's judgment in assigning a grade based on academic performance may be resolved only through the *informal resolution* procedures.

C. Formal Resolution

1. Each college unit designates an academic grievance officer (generally the associate or assistant dean) who reviews formal complaints, interviews the parties involved, and recommends a course of action to the dean, who provides a formal resolution. In the case of involved units without an established faculty, the grievance officer will be a member of that staff.

2. There will be a UMD Academic Grievance Committee and a UMD academic grievance officer for grievances arising from actions of college deans or the vice chancellor of student affairs.

In the case of C. 1.: A complaint must be submitted in writing to the appropriate grievance officer, identifying the grievant, the respondent(s), the incident, the rule/policy/established practice claimed to be violated, and a brief statement of the redress sought.

The grievance should be filed in the college unit in which the incident occurred. For graduate students, the appropriate unit is the Graduate School.

3. If any of the parties are not satisfied with the unit grievance officer's resolution of the grievance, they may appeal to the UMD academic grievance officer located in the office of

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the Vice Chancellor for Academic Administration. Based on the written appeal and response, this officer will determine whether or not there are sufficient grounds to hold an appeal hearing. The UMD Academic Grievance Committee will not hear a *case de novo*, but rather will determine whether the parties have been afforded due process. The committee reports its recommendation to the appropriate vice chancellor for review and action. If the recommendation is not accepted, the vice chancellor provides a written explanation of any non-concurrence.

4. The decision of the appropriate vice chancellor is final and cannot be appealed.

D. Timelines

1. All complaints must be filed within 90 calendar days after the incident being grieved occurred. A response to the complaint must be filed within 15 working days.

2. Unit grievance officers shall provide a formal resolution, if required, within 30 working days of the date formal action is requested.

3. Appeals of the unit grievance officer's actions must be filed within 15 working days.

4. Timelines may be adjusted if there are compelling reasons for delay offered by any of the parties.

5. The UMD Academic Grievance Committee (C. 3.) provides a recommendation to the appropriate vice chancellor within 30 working days of receiving an appeal of a unit grievance officer's action.

Student Academic Integrity

Approved by: EPC November 10, 2004; Approved by Campus Assembly April 12, 2005

Policy Owner: Academic Affairs

A. Introduction

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. All faculty, staff, and students are expected to participate in maintaining the highest levels of academic integrity.

B. Scope and Purpose

1. This policy addresses violations of academic integrity by one or more members of the UMD student academic community. It provides for handling violations of the UMD Academic Integrity Policy and also identifies multiple offenders.

2. This policy does not apply to complaints brought by students regarding the University's provision of education and academic services affecting their role as students. The UMD Student Academic Grievance Policy covers such claims.

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3. This policy is consistent with the Board of Regents policy adopted June 13, 2003, dealing with Student Conduct Code. "(1) Scholastic Dishonesty: Scholastic dishonesty means 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 grades, honors, awards or professional endorsement dishonestly; altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

C. Prohibited Conduct

All forms of academic dishonesty are prohibited, including (but not limited to):

- Submitting false records of academic achievement
- Cheating on assignments or examinations
- Submitting sentences or ideas as one's own without proper acknowledgement or citation (plagiarizing)
- Altering, forging, or misusing a University academic record or forging the signature of any member of the University community
- Taking, acquiring, using, or circulating test materials without faculty permission
- Acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement
- Facilitating academic dishonesty by knowingly assisting another student to violate the Student Academic Integrity Policy, such as providing course work for another student to turn in as his or her own effort or taking an exam for another student
- Presenting as one's own a plot, succession of ideas, or list/outline of another without proper acknowledgment
- Attending a class, completing an assignment, or taking a quiz/test in the name of another student
- Altering or viewing computer records, dispensing or releasing information gained via unauthorized access, modifying computer programs or systems, or interfering with the use or availability of computer systems or information (refer to UMD policy)
- Purchasing or otherwise presenting work as one's own when it was done by another person
- Submitting the same paper or work (or generally similar papers or work) to meet the requirements of more than one course without the approval and consent of faculty
- Depriving another student of necessary study or research materials or in any way impeding another student's work and pursuit of education
- Submitting falsified data, such as bibliographic resources and experimental data or altering graded academic work/quizzes/tests and resubmitting them in order to get a higher grade
- Using electronic devices for the unauthorized assistance in academic work, quizzes, or tests

D. Procedure for Handling Violations of the Student Academic Integrity Policy

1. Upon a suspected violation of this policy, the faculty member will meet with the student about the violation. If the faculty member decides to take action and impose a sanction that affects the student's grade, the violation must be directly reported to the UMD academic integrity officer in the Office of Student and Community Standards using the *Report of Academic Dishonesty* form. When a faculty member determines a student has violated the Student Academic Integrity Policy, the faculty member is responsible for imposing the

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sanction. Faculty members are not required to notify the department head when a sanction has been imposed.

2. If the student refuses to meet or disagrees with the faculty member, the faculty member completes the *Report of Academic Dishonesty* form and forwards it to the academic integrity officer, who mails a copy to the student. A student who disagrees with the allegations may appeal the case through UMD's Academic Grievance Policy. To begin the appeal process, the student has 10 working days from the date on the *Report of Academic Dishonesty* to schedule a meeting with the department head. Winter, spring, and summer break are taken into account. The timeline may be adjusted by mutual consent. If the faculty member is the department head, the student needs to schedule the meeting with the assistant/associate dean of the college. The academic integrity officer will assist students through this process.

3. If the student disagrees with the academic integrity officer's sanction, the case will go before the Student Behavior Judiciary Committee for a formal hearing. The student has 10 working days from the date of the sanction letter to make a written request to the academic integrity officer for a formal hearing. The conduct code process applies to multiple-offense cases.

4. The following are possible sanctions from faculty members and the academic integrity officer.

Faculty member sanction

- Additional work
- Grade reduction on an assignment/quiz/test, including an F
- Grade reduction in the class, including an F
- Re-examination
- Other sanctions as deemed appropriate by faculty member

First offense sanctions by UMD academic integrity officer

Except in severe cases, the academic integrity officer does not impose additional sanctions for first offenses.

Second offense sanctions by UMD academic integrity officer (in addition to the sanctions imposed by the faculty members)

- Permanent expulsion from UMD may occur
- Warning/reprimand
- Withdrawal of University funding
- Suspension from the University for a given period of time
- Other sanctions deemed appropriate by academic integrity officer
- In most cases, a suspension from the University will occur on a second offense.

Third offense sanction

- In most cases, a permanent expulsion from the University will occur on a third offense.

E. Timelines

1. The faculty member must request a meeting with the student within 10 working days of becoming aware of the offense.

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2. All reports of academic dishonesty should be filed by the faculty member within 10 working days of imposing the sanction.
3. A student who disagrees with the faculty member's sanction has 10 working days from the date on the *Report of Academic Dishonesty* to begin the grievance process. No sanction will be considered binding until the grievance process has been completed.
4. For multiple-offense cases, the academic integrity officer will request a meeting with a student within five working days from the date on the officer's initial letter.
5. A student who disagrees with the academic integrity officer's sanctions has 10 working days from the date on the sanction letter to request a formal hearing with the academic integrity officer. This request must be made in writing to the academic integrity officer.
6. Any of these timelines may be adjusted by mutual consent. Winter, spring, and summer breaks are taken into account.

F. Role of Academic Integrity Officer

All reports of academic dishonesty, along with copies of the evidence to support the sanction, must be filed with the academic integrity officer in 297 Darland Administration Building. The academic integrity officer sends a letter to the student restating the faculty member's sanction and requesting that the student acknowledge receipt of the *Report of Academic Dishonesty*. The academic integrity officer may make further sanctions based on multiple offenses of misconduct, harm done to the University, and/or harm done to other students. In cases of multiple offenses of misconduct, the academic integrity officer will request a meeting via letter and will include a statement of student rights. Failure to meet with the academic integrity officer results in a hold placed on the student's record, which prohibits the student from registering for classes and receiving official transcripts. Records of academic dishonesty will be maintained in the Office of the Vice Chancellor for Academic Support and Student Life for seven years in accordance with UMD policy.

G. Confidentiality

Materials, circumstances, and names relating to the alleged incident are confidential. All other University policies apply.

Syllabus Policy

Effective: **January 3, 2011**

Last Updated: **Approved by EPC April 28, 2010; amended and approved by Campus Assembly November 9, 2010**

Policy Owner: **Academic Affairs**

During the first week of classes each instructor must provide a course syllabus in written or electronic form to every student in each course [1] that s/he teaches. In order to help students complete the course to the best of their abilities, the syllabus must contain:

1. Course title and number, and the current semester.
2. Class meeting times and location(s).

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3. Instructional staff names and contact information: office hours, office location, phone number, and e-mail address.
4. Course pre-requisites, as applicable.
5. Required course materials such as text book(s), online readings, software, computer use.
6. Type and relative weight of each graded course component (e.g. exams, quizzes, homework, papers, presentations, participation in discussion, blogs, attendance). Approximate dates should be included.
7. Final exam date and time. If a common final exam is to be given, date, time, and location should be announced as soon as the common exam is officially scheduled.
8. Special outside-of-class requirements as applicable (e.g. field trips, performances, service learning, exams outside of regular class time).
9. Attendance requirements and penalties for non-attendance, if any. [2]
10. Policy on late and make-up work.
11. Statement on participation by students with [disabilities](#).
12. Supplemental course materials as applicable.
13. If the course is a liberal education course, state the category that the course fulfills
14. [Policies related to teaching and learning](#) <<http://www.d.umn.edu/vcaa/SyllabusStatements.html>>

(Includes Student Conduct Code, Teaching and Learning, Academic Integrity, Final Exams, Excused Absence, Appropriate Use of Class Notes).

15. Student learning outcomes as they relate to the course objectives.

[1] A university course that is offered to an individual student is designated by one of the following course numbers: xx91 (Independent Study), xx92 (Directed Readings), xx93 (Directed Study), xx94 (Research) and xx97 (Internship). The instructor of any of these courses must provide in writing the number of credits, nature of the work to be accomplished, time expectations, the number of periodic meetings between the student and faculty member and Item 14 above. In addition, appropriate information from the list above should be included in the written agreement.

[2] See also the Excused Absence Policy listed in Item 14.

Teaching & Learning: Instructor and Student Responsibilities

Effective: **January 3, 2011**

Last Updated: **Approved by EPC on April 14, 2010; approved by Campus Assembly November 9, 2010**

Policy Owner: **Academic Affairs**

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UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. A central mission of the university is to educate students through the offering of courses and programs leading to the conferral of degrees. Teaching and learning at the university take place in a variety of educational settings including on-campus lecture halls and classrooms, laboratories, field sites, and online. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. Making hostile, threatening, discriminatory or disparaging remarks toward or about the instructor, other members of the class or groups of people will not be tolerated.

I. Instructor Responsibilities

A. Provide a respectful teaching and learning environment.

Instructors are responsible for establishing and maintaining a civil and productive learning environment. To this end, instructors should articulate classroom behavior expectations at the beginning of the term and reinforce them as necessary. Instructors are expected to take appropriate and immediate steps to curtail disruptive classroom behavior. Such steps may include speaking to the offending student, asking the offending student to leave the classroom, or calling 911. A guide to help instructors respond to behavioral disruptions is located at: http://www.d.umn.edu/vcaa/faculty_resources.html

B. Deliver a course that is consistent with the course proposal including the course description, content, objectives, and level.

C. Provide information about courses

1. Instructors are responsible for providing accurate and timely information about their courses to enrolled and prospective students and to the university community.
2. Instructors must provide a course syllabus to enrolled students during the first week of classes. This syllabus may be in written or electronic form and should contain information that students need to know in order to complete the course to the best of their abilities. The *Syllabus Policy* describes the required and recommended content of a syllabus (for example, course description and objectives, academic and conduct expectations, attendance policy, special attendance requirements, university policies related to teaching and learning).
3. The instructor must inform the class in a timely manner if changes to the syllabus information are made.
4. Instructors are encouraged to update the Course Guide to help students make decisions about course registration.

D. Provide students with access to and feedback on their work

1. To help students achieve the course objectives to the best of their abilities, instructors are responsible for regularly evaluating student work, returning student work with clear and constructive feedback, and clarifying this feedback as needed. So that the student can benefit from this feedback, evaluations should be communicated to the student promptly.
2. Instructors are required to provide written feedback to their students by the end of the sixth week to enable students to assess their progress in the course prior to the deadline for withdrawing from the course at the end of the eighth week of the term.
3. Instructors are required to provide Mid-Term Alerts to students in their 1xxx- and 2xxx-level courses who are performing at the D, F, or N level. Instructors are encouraged to provide Mid-Term Alerts for students in other courses as well. The Mid-Term Alert website

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is open from the beginning of the sixth week of the semester through the end of the eighth week of the semester. Instructors are encouraged to provide Mid-Term Alerts as early in this period as possible.

4. Instructors must turn in grades within three business days after the final examination.

E. Comply with FERPA data privacy regulations

1. Instructors must be knowledgeable about and comply with regulations governing privacy of student information (FERPA). http://privacy.ahc.umn.edu/pdf/real_ferpa.pdf
2. Instructors are responsible for maintaining security of student work including examinations both before and after exams are given.

F. Observe scheduled class times

Instructors are expected to meet their classes at the scheduled times, to be prepared for all class sessions, and to start and end classes at the scheduled times. When instructors know in advance that they will be unable to attend particular class sessions, they are responsible for working with their academic unit to make appropriate alternate arrangements. Instructors should notify their students when unanticipated illness or emergencies prevent them from conducting class (e.g. email, classroom notice).

G. Schedule and observe office hours and appointment times

Instructors shall post a reasonable number of office hours per week at a time convenient for students and shall be available during such hours for the purposes of consultation with students.

H. Report scholastic dishonesty

If a faculty member decides to take action and impose a sanction that affects a student's grade, the violation must be reported to the UMD Office of Student and Community Standards (<http://www.d.umn.edu/conduct/>) responsible for investigating and adjudicating incidents of scholastic dishonesty.

I. Administer student evaluation according to UMD procedures

Instructors are required to administer summative student evaluations in their courses according to UMD Procedures (<http://www.d.umn.edu/vcaa/evals/prot.html>).

J. Adhere to the UMD Policy on Final

Examinations: <http://www.d.umn.edu/vcaa/FinalExams.html>

II. Student Responsibilities

A. Meet course prerequisites

Students are responsible for meeting the course prerequisites prior to registering for a course unless they have permission from the instructor.

B. Be Informed of and meet all course requirements

Students are responsible for the information contained in the syllabus and for meeting all course requirements, observing all deadlines, examination times, and other course procedures.

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C. Attend class

Students are expected to attend all meetings of their courses. Students must attend the first class meeting of every course (e.g. lecture, lab, discussion) in which they are registered unless (a) they obtain approval from the instructor before the first meeting or (b) they provide notice to the instructor they must miss class because of a recognized religious holiday. Otherwise, they may lose their places in class to other students. See *Excused Absence Policy*: <http://www.d.umn.edu/vcaa/ExcusedAbsence.html>
Students are responsible for being on time and prepared for all class sessions.

D. Be informed of and abide by UM Board of Regents (UM BOR) and UMD policies

1. Students are responsible for conducting themselves in a manner that (a) is respectful of the instructor and other students in the classroom; (b) is civil in language, tone and behavior; and (c) is receptive to ideas and other points of view. The UM Board of Regents Student Conduct Code describes the behavior expectations of students and applies to all UM students: "Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning."

Section V, Subdivision Two of the UM Student Conduct Code

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

2. Students are required to do their own assigned work. If it is determined that a student has violated either of the following policies:

UM BOR Student Conduct Code: Scholastic Dishonesty

Section III Subd 1

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

UMD Student Academic Integrity Policy

http://www.d.umn.edu/conduct/integrity/Academic_Integrity_Policy.htm

he or she may be given an "F" or an "N" for the assigned work and /or the course, and may face additional sanctions from the University.

E. Other

1. Students are responsible for seeking academic help in a timely fashion.
2. Students who need disability accommodations are responsible for working first with UMD Disability Resources and then with the instructor at the beginning of the course.
3. Students who have concerns or complaints about a course should first meet with the instructor to articulate their dissatisfaction with and desired improvement in the course. If the issues are not resolved, they should meet with the department head. In unusual circumstances, the department head may be the first level of recourse.
4. Guests may not be brought to class without prior permission from the instructor.

Undergraduate Admission

Effective: **January 3, 2011**

Last Updated: **Approved by EPC October 13, 2010; approved by Campus Assembly November 9, 2010**

Policy Owner: **Academic Affairs**

UMD Academic Policies – 2010-2011

1. Each college is responsible for proposing to the Admissions Office enrollment targets for the admission of New High School and New Advanced Standing students. These proposed targets are subject to the review and approval of the Executive Vice Chancellor for Academic Affairs. This effort is to be coordinated by the Director of the Office of Admissions.
2. The Educational Policy Committee will approve the criteria and standards that are to be used by the Admissions Office in admitting both New High School and New Advanced Standing students to the college, including college-specific criteria. These standards and criteria are subject to the review and approval of the Executive Vice Chancellor for Academic Affairs.
3. Conditional admission

Students may be admitted conditionally under a contract that communicates both the matriculation and the graduation conditions that are the basis for admission. Such policies apply to students new to the University, not to those transferring within the University.

a. Conditional admission to enroll (*begin taking courses toward a degree*)

Students are admitted subject to conditions (e.g., that they graduate from high school and others that may be imposed by the University). A student who does not meet the conditions required for admission will have his or her admission revoked.

b. Conditional admission to graduate

Under circumstances established by the University and the student's admitting college, a student may be permitted to matriculate (or transfer to the University), subject to certain conditions that must be satisfied before the student will be permitted to graduate (e.g., that any deficiencies in satisfying high school preparation requirements are made up). Such graduation conditions are in addition to degree requirements and might not count toward required credits to earn a degree.

DEFINITIONS

Matriculate

The process by which a student accepts the University's offer for admission and indicates that he or she intends to enroll.

New Advanced Standing (NAS)

Students who have graduated from high school who have previously matriculated at another post-secondary education institution

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).

UMD Academic Policies – 2010-2011

Undergraduate Degree Requirements

Effective: *January 3, 2011*

Last Updated: *Approved by EPC April 28, 2010; approved by Campus Assembly November 9, 2010; revised and approved by EPC on February 8, 2012; approved by Campus Assembly April 17, 2012*

Policy Owner: *Academic Affairs*

The Board of Regents, on recommendation of the faculty, grants degrees from the University of Minnesota. Requirements for an undergraduate degree from University of Minnesota Duluth include the following:

1. Students must meet all course and credit requirements of the departments and colleges or schools in which they are enrolled including an advanced writing course. Students seeking two degrees must fulfill the requirements of both degrees. However, two degrees cannot be awarded for the same major.
2. Students must complete all requirements of the Liberal Education Program.
3. Students must complete a minimum of 120 semester credits.
4. Students must earn 30 semester credits or the equivalent awarded by UMD.
5. Students must complete at least half of their courses at the 3xxx-level and higher at UMD. Study-abroad credits earned through courses taught by UM faculty and at institutions with which UMD has international exchange programs may be used to fulfill this requirement.
6. If a minor is required, students must take at least three upper division credits in their minor field from UMD.
7. The minimum cumulative UM GPA required for graduation will be 2.00 and will include only University of Minnesota coursework. A minimum UM GPA of 2.00 is required in each UMD undergraduate major and minor. No academic unit may impose additional grade point standards to graduate.
8. Diploma, transcripts, and certification will be withheld until all financial obligations to the University have been met.

Withdrawal from the University

Effective: **June 24, 2011**

Last Updated: **June 24, 2011**

Policy Owner: **Academic Affairs**

By registering for classes, students enter into a contract to pay for all tuition and fees. Students are responsible for all transactions on their academic records.

UMD Academic Policies - 2010-2011

To withdraw from all academic coursework at the University, a student must officially cancel all courses via the Web at www.d.umn.edu/register through the last day of the eighth week of the semester. After that date, students who believe they have extenuating circumstances may submit a petition to the collegiate Student Affairs Office to withdraw from the University.

Students Called to Military Duty

Students who are called to active military duty may withdraw from UMD. The University works with students to remove them from classes and resolve tuition and other financial issues. Students must submit a copy of their military orders and will be asked to complete a retroactive tuition petition. As a general rule, the petition is approved for a 100 percent refund unless there are negative financial aid implications for the student. Students are advised about what would be the most beneficial for their situation.

Tuition Refund for Withdrawal

Refunds for withdrawal from the university are the same as for individual course withdrawals: 100 percent tuition and fee refund on or before the end of the first week of the semester; 75 percent on or before the end of the second week; 50 percent on or before the end of third week; 25 percent on or before the end of the fourth week. No refunds are given after the fourth week. Courses that are shorter in length than the full semester have an abbreviated refund schedule. Withdrawing from courses can have financial and academic implications, possibly affecting billing, financial aid, and VA benefits, etc. The withdrawal could result in debt to the University, government or both.

After the fourth week, refunds beyond the published schedule will be granted by appeal only. A Tuition Refund Appeal with relevant documentation should be submitted to the Office of Financial Aid and Registrar.

Medical Withdrawal

Appeal for medical withdrawal must include documentation from a licensed medical or mental health professional indicating:

- Date of onset of illness
- Date at which initial treatment was sought
- Diagnosis
- Dates of treatment service
- Severity of illness

Return after Withdrawal

Students who petition for medical withdrawal may be asked to present proof of treatment before subsequent registration.