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September 2018

Dear Faculty and Instructional Staff of the College of Literature, Science, and the Arts:

Welcome back to campus for the 2018-19 academic year! I trust you had an enjoyable summer and are eager for the start of the semester. I am excited to be joining LSA and the Division of Undergraduate Education as the newest Assistant Dean of Undergraduate Education and Student Academic Affairs. I have over 10 years of experience working in higher education focusing on academic support initiatives and programs.

I am coming to you most recently from the University of Houston-Downtown where I served as Assistant Dean of the College of Sciences and Technology. At UHD, I oversaw student services for over 20 degree programs within the college. Prior to that I was the director of the TRiO SSS STEM Program at Arizona State University. I received my Ph.D. in Pharmacology from the University of Michigan and my Master of Education in Educational Leadership from Northern Arizona University. I am originally from Columbus, Ohio — but try not to hold that against me!

I’m looking forward to getting to know everyone and excited to see what we can accomplish together.

The 2018 Handbook for Faculty and Instructional Staff contains relevant LSA policies and procedures which are intended to support and guide the instructional process. Also included are important university and college resources which serve to complement LSA’s instructional mission. For new faculty, instructors, and GSIs, this handbook is strongly recommended as essential reading before the start of fall classes. We also encourage all instructors to review the handbook paying special attention to Faculty Rights and Responsibilities with Regard to LSA Community Standards of Academic Integrity as well as the changes to Class Meeting Times.

The Newnan LSA Academic Advising Center, as part of LSA Student Academic Affairs, serves as the focal point for academic advising-related matters across the college and shares with the teaching faculty the responsibility of facilitating the student’s academic path through LSA. Academic advisors inform, support, and inspire LSA students as they develop and pursue their academic interests and personal goals in the tradition of the liberal arts. In addition to guiding and monitoring academic progress through the college’s curriculum, advisors play a key role in motivating students to take advantage of opportunities beyond the classroom that cultivate their interests. Advisors, for example, promote department-sponsored events and programs, undergraduate research, and experiential learning options that provide possibilities for meaningful connections and lead to transformative undergraduate experiences for LSA undergraduates.

The Office of the Assistant Dean, Student Academic Affairs is fully committed to providing support and guidance to instructors. All instructors should feel free to contact the Assistant Dean’s Office directly (734.764.7297) with questions, or visit our website for more information. I look forward to meeting and working with you all this academic year.

Best wishes for a productive and successful year!

Sincerely,

RaShonda Flint, Ph.D.
Assistant Dean for Undergraduate Education and Student Academic Affairs
Dedicated to Assistant Dean Esrold A. Nurse

This edition of the SAA Handbook for Faculty and Instructional Staff is dedicated to Esrold A. Nurse, Assistant Dean for Undergraduate Education and Executive Director of the Newnan LSA Academic Advising Center. After 23 years of dedicated service to the college and our students, Dean Nurse will be retiring later this year, leaving an impressive legacy of innovation, growth, and advocacy.

In his time at the University of Michigan, Dean Nurse has been responsible for creating and sustaining a vision of “excellence at scale” for the Newnan Advising Center and the office of Student Academic Affairs, and for ensuring that all LSA faculty and instructors have the training and resources necessary to support, teach, and empower LSA undergraduates.
LSA Student Academic Affairs

LSA Student Academic Affairs and the Newnan LSA Academic Advising Center aspire as a community to demonstrate excellence and leadership in academic advising and student academic affairs within the college, the university, and the higher education profession at large.

The mission of LSA Student Academic Affairs and the Newnan LSA Academic Advising Center is to inform, support, and inspire LSA students as they develop and pursue their academic interests and personal goals in the tradition of the liberal arts.

LSA Student Academic Affairs and the Newnan LSA Academic Advising Center will:

- Help students to reflect upon, determine, and pursue their interests and abilities while simultaneously encouraging ethical conduct, personal responsibility, and a love of learning.
- Promote the ideals of a liberal arts education and advocate for a transformative undergraduate experience that encourages students to make meaningful connections among their academic courses and co-curricular activities.
- Provide accurate, timely, and accessible information through personalized communications that both enable students to make informed academic decisions and connect students to relevant and rewarding opportunities.
- Articulate and uphold college and university policies in order to maintain the integrity of the LSA degree and to ensure consistent and equitable treatment for all students.
- Provide leadership in addressing advising and student academic issues, promote inclusive practices, and contribute to the ongoing dialogue on undergraduate education.

To accomplish this responsibility, LSA Student Academic Affairs is organized in the following units, each of which has distinct responsibilities:

- Office of the Assistant Dean
- Newnan LSA Academic Advising Center
- Academic Standards and Academic Opportunities
- Advising Information and Communications
- Academic Auditing
- Testing Accommodation Center

Office of the Assistant Dean
1213 Angell Hall
734.764.7297
lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html

The Office of the Assistant Dean is responsible for the overall administration of the offices comprising LSA Student Academic Affairs. Additionally, the Office of the Assistant Dean provides guidance and support to the faculty of the college by communicating and interpreting college policies that govern the instructional milieu. Similarly, policy, procedural, and personal matters affecting students and their progress to degree are resolved by the Assistant Dean on behalf of the college. The Office of the Assistant Dean also routinely communicates with instructors, staff, and the wider public regarding academic programs and procedures within the College of Literature, Science, and the Arts.

The Assistant Dean oversees the Academic Judiciary for Student Academic Affairs and is responsible for ensuring that a fair and judicious process exists for adjudicating cases of academic misconduct. In adjudicating cases of academic misconduct, the main objective is to assist the college in fulfilling its educational mission by helping students understand the value and importance of academic integrity. Along with students, faculty, and staff, the Office of the Assistant Dean shares the responsibility of ensuring that the campus embraces academic integrity as the norm.

Through its work on student and college policy, academic integrity, and the wider coordination of academic advising across the college, the Office of the Assistant Dean plays a leading role in shaping the undergraduate experience in LSA.

Academic Standards and Academic Opportunities
1255 Angell Hall
734.936.1552
academic.standards@umich.edu

Located within the Newnan LSA Academic Advising Center, the Office of Academic Standards and Academic Opportunities provides guidance and support to LSA undergraduates in the pursuit of their degrees. Working within Student Academic Affairs alongside the
general academic advisors in the Newnan LSA Academic Advising Center and the college faculty, Academic Standards Board advisors guide both students who encounter or anticipate academic difficulty and students who require special programmatic assistance during the course of their college career. In their role as teachers and mentors, Academic Standards Board advisors help students master the art of succeeding in varied opportunities offered by the college.

The Office of Academic Standards and Academic Opportunities is responsible for developing and managing processes aimed at improving the academic performance of students. Academic Standards Board advisors provide guidance and support to students who are pursuing joint degrees with other U-M schools and colleges, returning after long absences, or are encountering difficulty in making progress toward degree requirements. In addition, the office assists students with special advising needs, e.g., students with disabilities, cross-college transfer students, and other special student groups. The office also coordinates the Bachelor in General Studies degree program.

A major function of the Office of Academic Standards and Academic Opportunities is the interpretation of academic policies, established by the faculty of the college, that govern LSA students. While students are responsible for familiarizing themselves with college and departmental requirements, Academic Standards Board advisors are available to help students interpret academic policies as they apply to them individually. Academic Standards Board advisors also act as consultants to faculty and staff on matters of college policy and interpret college rules for parents and other interested parties outside the college.

Petitions from LSA students for exceptions to the college’s rules and regulations are reviewed by the Academic Standards Board within the Office of Academic Standards and Academic Opportunities. Exceptions may be granted if the student presents evidence of unusual circumstances or has an alternative proposal to meet a specific requirement that is consistent with the spirit of the requirement. Students who are members of the Honors Program petition the Honors Academic Board; Residential College students petition the Residential College Board on Academic Standing.

The Academic Standards Board manages the grade review process each term, including judgments of probation, suspension, dismissal, and reinstatement. At the end of each term, the Board reviews records of students who show evidence of academic difficulty and determines the academic status of those students.

LSA Advising Information and Communications
1255 Angell Hall
734.764.4881

Staff in the Advising Information and Communications area support the conduct of academic advising both within the Newnan LSA Academic Advising Center and across the college. The work of the office touches the lives of hundreds of students and advisors each day.

The office is responsible for exploration and development of new technologies to enhance communication with students and collaboration among advisors. Accordingly, the advising information team focuses a great deal of attention on the future needs of advisors, upgrading and designing new systems to support not only advising but also other student records and curricular functions for the college.

The Advising Information and Student Communications area is responsible for producing and maintaining all of the college’s most important print and online student academic publications, most especially the LSA Course Guide (every term), which contains detailed term-specific course descriptions and advanced search functions that allow students to find courses focused on particular topics or meeting particular requirements. This office also maintains the Newnan LSA Advising Center website, and large portions of the LSA website — most especially the Academics section of the LSA website. Formerly known as the online Bulletin, this section contains the college’s official course catalog, descriptions of all undergraduate programs offered by the college, and explanations of the college’s academic requirements, policies, and procedures.

Advising Information also maintains the LSA Advisor Handbook, an online resource used by advisors throughout the college.

Advising Records. This office manages the advising records of more than 25,000 current and inactive LSA students. Advising information on all U-M undergraduate students is stored in the LSA Undergraduate Student Advising File, which is shared and used by all advising units in the college, including the Newnan Advising Center, the Comprehensive Studies Program, the Honors Program, the Residential College, and all LSA academic departments and programs. The Student Advising File is also used by advisors in several other units, including all advisors in the College of Engineering, the School of Kinesiology, and the Athletics Academic Support Program.

The Student Advising File includes: a student academic profile; advisor assignment; advisor contact notes and activity log; approved exceptions for departmental and college requirements; major and minor releases submitted by department advisors; and an online transcript and online audit checklist which summarizes a student’s progress toward graduation requirements.

Academic Auditors. The work of the Auditors’ Office is to provide an accurate assessment to students of their progress toward graduation, articulate the standards of the college, verify graduation eligibility, authorize graduation of students, and assist students in making informed decisions to achieve graduation. Communication is an essential function of the Auditors’ Office. During the course of the year, they are in direct communication with thousands of students, as well as with hundreds of faculty and departmental staff regarding academic requirements, college policies, and graduation issues.
Testing Accommodation Center (TAC)
B119 Modern Languages Building (MLB)
734.763.1334
lsa.umich.edu/tac
lsa.testcenter@umich.edu
Lisa Clark, Manager and Evan James Copeland, Assistant Manager

The LSA Testing Accommodation Center (TAC) serves the college by providing reasonable testing accommodations to students with verified disabilities through the Office for Services for Students with Disabilities and who are enrolled in LSA courses. By creating an appropriate space for completing exams, the LSA TAC aims to make education accessible for students with verified disabilities. The LSA TAC’s mission is to serve both students and instructors through well-defined processes that ensure equity, confidentiality, and test security.

The LSA Testing Accommodation Center adheres to the National College Testing Association (NCTA) Professional Standards and Guidelines. Students with verified disabilities are expected to meet with instructors at the onset of the term to make arrangements for appropriate academic accommodations. To learn more about the LSA TAC and its reservation process, please visit the TAC website. Test reservation requests can be submitted online at the TAC Reservation website.

For more information, please contact Lisa Clark, Manager of the Testing Accommodation Center, or Evan James Copeland, Assistant Manager, at lsa.testcenter@umich.edu.
Advising Across the College

LSA students are encouraged to be actively involved in shaping their undergraduate experience by using and integrating the many academic advising resources provided across the college. From general advising to pre-professional advising, from peer advising to major and minor advising in academic departments, and through the many programs, centers, and student support staff that exist on campus, LSA provides students with an extensive range of advising opportunities. Academic advising also plays a key role in LSA's commitment to enhancing student engagement with curricular and co-curricular opportunities. Through intentional efforts dedicated to creating a sense of academic community, undergraduates can develop mentoring relationships with academic advisors, program staff, peers, faculty, and others in the college which may encourage them to broaden or deepen their connection to LSA. Additionally, LSA Student Academic Affairs provides an extensive and dynamic set of online advising tools to help students and advisors discuss viable educational goals and to track degree progress. Through this multi-faceted approach, students are able to identify and formalize specific academic plans that will enable them to achieve their educational goals.

Newnan LSA Academic Advising Center
1255 Angell Hall
734.764.0332
ask.lsa.advising@umich.edu
lsa.umich.edu/advising

The Newnan LSA Academic Advising Center supports and challenges students to think about their education in the broadest possible terms, and to take initiative in shaping that education as they prepare to engage with a complex and diverse world. Through individual conversations, publications, online resources, and workshops, Newnan advisors foster the personal, ethical, and intellectual growth of students, helping them develop their academic and professional goals, make informed decisions, and act with increasing confidence and independence. Academic advisors at the Newnan LSA Academic Advising Center advise undergraduates from orientation through graduation.

Specifically, the Newnan LSA Academic Advising Center helps students to:

- make informed decisions and develop academic plans based on individual interests, abilities, and goals
- choose a major
- plan to study abroad
- track graduation requirements
- take courses off campus
- address personal circumstances which are interfering with academic responsibilities
- understand and follow LSA policies and procedures.
- connect and synthesize experiences inside and outside the classroom

Students first meet their academic advisors during the orientation period prior to their first term of matriculation. First-year student-advisor contact during Summer Orientation occurs over two days and includes a group meeting and two individual meetings. The group meeting includes a discussion of LSA and its mission as a liberal arts college and the role academic advisors play in helping students individualize their experience in the college. The student and advisor become acquainted during the first individual meeting and explore the student's interests and academic purpose. During the second meeting, they plan the student's first term course elections. Advisors then follow up by inviting their advisees to come in for an appointment after their first academic term has begun. The expectation is that students will discuss progress and challenges with their advisors and plan course registration for the following term. Similar outreach occurs during subsequent academic terms. Students generally choose to consult with the advisor whom they met during orientation but students may elect to make an appointment with any advisor who is available or to see any advisor they prefer. However, they are encouraged to find one advisor with whom they can relate well and to meet with that advisor on a regular basis.

First- and second-year students most often see general advisors with questions about the transition to college, course elections, college requirements, pre-professional concerns, opportunities for research, internships and study abroad, and with questions about how to choose a major or degree program. Juniors and seniors meet with their general and major advisors to review progress toward graduation, to ensure the accurate posting of transfer and study abroad credits, and to plan their professional path after graduation. Students also can make appointments or attend group advising sessions with our pre-health and pre-law advisors. Advisors from the other U-M schools and colleges which offer undergraduate programs also hold “visiting advisor” office hours in Newnan. Note that each LSA department or program has a Newnan advisor liaison who instructors can consult about concerns with students enrolled in their classes.

Department and program Liaisons establish effective, ongoing communication between the Newnan LSA Academic Advising Center and LSA academic departments and programs. Liaisons are responsible for understanding the curriculum and advising concerns of their respective departments and programs and sharing this information with their colleagues in Newnan. They also serve as a valuable resource for their liaison departments and programs. They not only provide information about general requirements, policies, and procedures that affect both faculty and students but they are also available to consult about department advising structure and practice.
This sharing of knowledge and perspective results in a mutually beneficial relationship between the Newnan LSA Academic Advising Center and individual departments and programs. Most importantly, student interaction with general and department advising enhances the quality of their undergraduate academic experience.

For a list of LSA departments and programs and their Newnan liaisons, please view the liaison spreadsheet. If a liaison is not listed for your department or program, or you experience difficulty reaching your liaison, please contact Trevor Kilgore (tkilgore), the coordinator for department advising.

Comprehensive Studies Program (CSP)
1139 Angell Hall
734.764.9128
lsa.umich.edu/csp
Established in 1983, the Comprehensive Studies Program (CSP) is a community of scholars organized around the principles of diversity, access, equity and inclusion. Together the program promotes academic excellence and personal growth/wellness for students within the community and the university at large. CSP provides highly personalized advising services and enhanced courses to students who can benefit from holistic advising and instructional support during their undergraduate years. CSP advisors form an ongoing relationship and maintain communication with their students until graduation. CSP instructors offer smaller, more focused versions of many of the gateway courses required in a variety of fields. The program also provides supplemental instruction including tutoring, mentoring, personal and financial aid counseling, career planning, and assistance with preparation for graduate school. Each year, Comprehensive Studies hosts the Summer Bridge Scholars Program for incoming first-year students. Summer Bridge is a seven-week introduction to the competitive and challenging environment of a top-tier research institution.

Students are admitted to CSP programs through the admissions cycle and are selected based on a holistic review of their application materials. First-year and transfer students are admitted to CSP every academic term. Students who are not admitted to CSP may request to affiliate with the program at any time during their undergraduate studies. Affiliated students have access to the same resources as all other CSP students.

CSP students are one of the most diverse groups on campus and may be enrolled in any of the schools and colleges. CSP students are encouraged to take part in the full range of undergraduate opportunities and are frequently members of other learning communities, some of which include the Honors Program, the Women in Science and Engineering Program, M-Academies, the Michigan Community Scholars Program, or the Undergraduate Research Opportunities Program.

Honors Program
1330 Mason Hall
734.764.6274
lsa.umich.edu/honors
LSA Honors students receive academic advising from the Honors Program. First-year students are assigned to an Honors advisor during summer orientation. They return to Honors advising for all general student services: when registering for courses, adjusting their course schedules, submitting petitions to the Honors Academic Board, and applying to graduate or professional programs. Many of the general advising conversations turn on students’ academic direction and goals, their understanding of the value of a liberal arts education, and post-graduation plans. Honors students consult regularly with their advisors in the Honors Office and, after they are admitted to an Honors major, with their departmental Honors advisors as well. Students who were not in Honors in their first two years but who are admitted to an Honors major in a department, or who are approved to pursue Honors in Engaged Liberal Arts, are transferred to the Honors Program for general advising, student services, and graduation audits; they are invited to come in and meet their new Honors advisor and to take advantage of the opportunities and activities Honors offers in addition to advising.

Residential College (RC)
1813 East Quadrangle
734.763.0032
lsa.umich.edu/rc
The Residential College (RC) is a four-year undergraduate liberal arts program with about 900 students and 60 faculty, situated within LSA. All RC advisors are RC faculty members and are available to meet with students to discuss RC and LSA requirements, possible majors, graduation requirements, etc. The RC Board on Academic Standing considers petitions submitted by RC students relating to requirements, deadlines, and academic circumstances.

Departmental Advising
For undergraduate students in LSA, declaring a major or minor initiates membership in an intellectual, social, and professional community. Within that community, faculty, students, and staff share a common affinity for an academic discipline and interact around myriad opportunities to deepen their affiliation with that discipline. A key member of that community is the department or program academic advisor, whose role is to welcome undergraduates and to mentor their transition, growth, and identity within the department or program and the discipline. In addition to guiding students’ progress in the departmental or program curriculum, advisors and other departmental
or program staff also play a key role in creating opportunities beyond the classroom and germane to a community of scholars in which students can participate. As such, advisors at the departmental or program level encourage undergraduates to become involved in department-sponsored events and programs, provide exposure to research and professional endeavors, and facilitate connections between students and department or program faculty.

Whether serving formally or informally as advisors, faculty exert strong influence on students’ connection to the department or program and discipline. Guiding and mentoring students’ exploration of disciplinary research, internships, and other department and professional activities is essential in bolstering an undergraduate’s identity as a member of the discipline’s intellectual community.

Through their participation in departmental advising, undergraduates can expect:

- Accurate, reliable, and timely information presented through virtual and face-to-face contact.
- Interaction with peers, graduate students, faculty, staff, and alumni through presentations on, and involvement in, disciplinary research, scholarship, and professional activity.
Student Records

Office of the Assistant Dean
1213 Angell Hall
734.764.7297
lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html

All LSA students have an academic advising file containing admissions material, test scores, unofficial copies of academic records, memoranda, correspondence, and notes which academic advisors or members of the Academic Standards Board have made about their conversations with the student.

Information of a sensitive nature may be removed from the academic advising file at the discretion of an advisor or at the request of the student, and placed in a confidential Dean’s File. Dean’s files also are created for those students charged with some form of academic misconduct, and for other serious violations of student conduct policies. Dean’s Files are maintained in confidence by the Assistant Dean in the Office of Student Academic Affairs.

The Family Educational Rights and Privacy Act of 1974 (FERPA) governs both the release of, and access to, student records in the college and university. Occasionally, instructors may be contacted by parents or others to inquire about a particular student’s academic record. It is important to recognize that the release of student information to a third party, including parents, requires the written permission of the student. Students may use the online FERPA release form to authorize release of their advising record and related academic information to third parties. If you have questions about access to student records, contact the Office of the Assistant Dean.

FERPA grants students the right:

- to inspect and review their education records;
- to request amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA; and
- to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

Access to individual student LSA advising files is restricted to official university academic advisors, members of the LSA Academic Standards Board, and clerical staff who assist in carrying out official advising or Academic Standards Board functions.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college or university in an administrative, supervisory, academic, research, or support staff position; or a student serving on an official committee, such as a judicial committee or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

U-M student records policy: http://www.ro.umich.edu/ferpa/
FERPA Q&A: http://ogc.umich.edu/frequently-asked-questions/student-records/
Faculty Rights and Responsibilities with Regard to LSA Community Standards of Academic Integrity

Office of the Assistant Dean
1213 Angell Hall
734.764.7297
lsajudicial@umich.edu
lsa.umich.edu/lsa/academics/academic-integrity.html

LSA Community Standards of Academic Integrity

The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The college holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the college promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the college community cannot be tolerated. The college seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.

RaShonda Flint, the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs), is responsible for leadership of the LSA Academic Judiciary Committee and oversight of the academic judiciary processes in the college. Dean Flint is responsible for ensuring that a fair and judicious process exists for adjudicating cases of academic misconduct when the LSA Community Standards of Academic Integrity may have been violated. The Office of the Assistant Dean also works to promote and maintain a high degree of academic integrity in the college, and to that end the office maintains an academic integrity website. You should find especially useful the page of Frequently Asked Questions by LSA Faculty Members.

Just as students rightly expect to learn in an atmosphere of integrity and mutual trust, faculty members are right to expect that all students who seek instruction and evaluation from them will do so honestly. Although all members of the community must take an active role in helping create and maintain a culture of integrity in LSA, what follows are some practical suggestions you might adopt. The Center for Research on Learning and Teaching (CRLT) also has academic integrity resources.

- Clearly inform your students of course requirements and your grading policies on a course syllabus and inform them of standards of scholarship and conduct to be observed on assignments. Let them know, too, the consequences that can follow from academic misconduct and the positive result of academic integrity on the university community and your field or profession.
- Use examination and assignment formats that discourage academic misconduct or produce alternate versions of an exam, and monitor all examinations.
- Be clear on the limits of group work and peer editing. Make sure that rules regarding collaboration are clearly spelled out, especially when students are encouraged to work together.
- Try to minimize problems arising from crowded examination conditions by working with your department, the college, and the Registrar’s classroom scheduling office. Whenever possible, alternate seating should be provided during examinations.
- Call attention to our LSA Community Standards of Academic Integrity and take other steps to reinforce a sense of honesty and integrity in your students. Explain, for example, what constitutes plagiarism and how to avoid it and/or encourage some open discussion and inquiry about LSA’s and your own expectations for academic integrity.
- Exemplify standards of academic integrity yourself. Be available to all students who may be struggling with coursework or an assignment.

It is the responsibility of each faculty member to support academic integrity and to follow the LSA Procedures for Resolving Academic Misconduct by reporting a complaint of academic misconduct to the Office of the Assistant Dean (lsajudicial@umich.edu) before imposing any penalty for misconduct.

A student may be accused of academic misconduct whenever a faculty or staff member believes, after reasonable investigation where necessary, that academic misconduct has occurred and that the student has some responsibility for it. The instructor who believes academic misconduct has occurred may:

1. file a formal complaint of academic misconduct with the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs); or
2. issue the student an admonition.
Referring Academic Misconduct to the Office of the Assistant Dean

It is appropriate to file a complaint to the Office of the Assistant Dean in any alleged instance of academic misconduct, and you should do so as soon as possible from the date of occurrence. When choosing this option, you should not impose any penalty or require any remedial work until the case has been resolved. Barring unforeseen circumstances, cases will be resolved within the academic term (and typically within a week or two) in which the incident occurs. Once a complaint has been filed with the Assistant Dean, it may not be withdrawn without the approval of the Assistant Dean. Also, a student against whom a complaint of academic misconduct has been filed may not change registration in the course (e.g., change grading options, drop the course) in which the complaint is pending or in which a finding of academic misconduct is made.

You should send the Office of the Assistant Dean (1213 Angell Hall) a memorandum or an email (ls ajudicial@umich.edu) with the following information:

- The student name and UMID number
- The course division (subject), course number, and section number
- A brief description of the nature of the incident
- Your proposed grade penalty, if any, for either the specific course assignment(s) or the final course grade
- A copy of the syllabus, assignment instructions, and any other relevant documents

The Office of the Assistant Dean will then take responsibility for notifying the student, and the student will be asked to schedule an appointment with the Assistant Dean or the Assistant Dean’s designee to discuss the case.

In meeting with the Assistant Dean or designee, the student may present any relevant material or statements on their behalf. The student will have the right, prior to the meeting, to review relevant original materials in the Office of the Assistant Dean and to obtain copies of such materials if desired. In the meeting, the Assistant Dean or designee will describe the charges made, detail the evidence supporting those charges, and review the range of college sanctions (e.g., disciplinary probation, reflective essay, suspension). This is an opportunity for the student to be heard and to present their side of the incident.

The presumption of innocence means that the student may continue to attend class and receive grades while the case is being investigated and/or adjudicated. During that time, however, the student may not receive credit for the course in which the alleged misconduct occurred and may not graduate. If a final grade must be reported for the course while the case is pending, you should report the course grade as “NR” (No Report), not as an “I” (Incomplete). “NR” is a temporary, neutral grade that you may be used in special circumstances where you are not yet able to report a final grade.

A student who has had a complaint of academic misconduct reported against them may admit to the charge and accept responsibility for the misconduct or deny the allegation of misconduct. Prior to making this choice, you or the student may seek a meeting in order to clarify any misunderstanding. Such a meeting is not required and may take place only if both you and the student agree to it.

The Assistant Dean or designee has the authority to determine, based upon the information available, whether a violation of academic integrity has occurred. The student will then be informed by emailed letter, with an electronic copy to you, of the decision and college sanction(s), if any, to be imposed.

In exceptional cases, the student may submit a written appeal to the College Academic Judiciary Committee to appeal either the finding of responsibility for academic misconduct, the sanction(s), or both. You will be notified if and when the Academic Judiciary Committee should decide that an appeal has merit and will be reviewed by them.

Resolving Academic Misconduct by Admonition

As a member of the instructional faculty, you may choose to resolve the incident yourself. That is, an instructor who determines that a student is responsible for an act of misconduct may impose a formal admonition plus a grade reduction and/or remedial work. All faculty considering admonition are strongly urged to call the Office of the Assistant Dean (734.764.7297) for consultation.

If you should choose to resolve a case of academic misconduct by admonition, the following conditions must apply:

- The student is fully apprised of the allegation(s) and shown any evidence
- The student accepts responsibility for the incident
- The student accepts the grade and/or remedial work assigned by you
- You report the admonition to the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs)

An admonition might be appropriate when the incident is not egregious and should merit no consequence greater than a zero on the assignment, though the student may be required to do additional remedial work (e.g., rewrite a plagiarized paper). The distinction between academic evaluation (e.g., reduction in grade, additional work) and disciplinary action is important. As a member of the instructional faculty you have the authority to make academic judgments relating to your students’ work, and to make decisions in the interests of furthering your students’ education. Only the college, acting through its formal processes, may discipline a student (e.g., probation, suspension). Reporting the admonition to the Assistant Dean is important so that repeat offenders can be tracked. Generally, no further disciplinary sanction will be imposed by the Office of the Assistant Dean. The admonition report, however, will be kept on file in the Office of the Assistant Dean. If the student is ever again charged or admonished for academic misconduct, the prior admonition may
lead to a more severe consequence for any future offense because the student has been warned about misconduct and specifically informed about the LSA Community Standards of Academic Integrity.

The student may contest your admonition by bringing the case to the attention of the Assistant Dean. This must be done in a timely manner (typically within ten class days after receiving the admonition). For example, the student may feel that you have imposed an inappropriate penalty. When this occurs, the case will be fully investigated, all relevant information will be reviewed, principles of fairness and due process will apply, and disposition of the student appeal will be based upon its merits.
Classroom Conduct — Disruptive Students

The classroom is meant to be a place where the free flow of ideas is encouraged and nurtured. It is not a forum for students to make hurtful and demeaning remarks, or otherwise disrupt the teaching of the class. From time to time, however, instructors may encounter students who act in ways that seriously disrupt the instructional process of the classroom. As a first step, you may wish to first consult some of the resources compiled by the Center for Research on Learning and Teaching (CRLT) which include strategies for responding to incivility in the classroom as well as for managing other difficult classroom moments.

When confronted with disruptive students, here are key points you should keep in mind:

- Trained colleagues, including mental health professionals, are available to assist instructors in responding to students.
- The Assistant Dean for Undergraduate Education (Office of Student Academic Affairs) can help to connect the student with available resources and, if needed, take disciplinary action if students engage in destructive behavior.
- If at any point you, as an instructor, feel threatened, or there is a safety concern in your classroom, the University of Michigan Police Department (UMPD) should be called (3-1131). (Emergency: 911).

Note that many campus offices often work together to find appropriate outcomes when classroom instructors are confronted with difficult cases. While protecting the instructional process, every effort is made to ensure that students are treated fairly and with compassion.

Who you can talk to:

Office of Student Academic Affairs
Can serve to facilitate the appropriate response in the event that a student is disruptive.

(734) 764-7297
www.lsa.umich.edu/facstaff/saa

Dean of Students
Responsible for overall management of critical incidents and emergencies across the University.

(734) 764-7420
deanofstudents.umich.edu

UMPD
This office can respond at any time when anyone is threatened.

(734) 763-1131 or text 377911
police.umich.edu/
Below are various campus and college contacts who can assist you in working with challenging classroom situations:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RaShonda Flint, Assistant Dean</strong></td>
<td>The Office of the Assistant Dean can serve to facilitate the appropriate response in the event that a student is disruptive, and assist in finding a suitable outcome.</td>
</tr>
<tr>
<td>LSA Student Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>1213 Angell Hall</td>
<td></td>
</tr>
<tr>
<td>734.764.7297</td>
<td></td>
</tr>
<tr>
<td><a href="lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html">lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html</a></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:rrflint@umich.edu">rrflint@umich.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Dean of Students Office</strong></td>
<td>The Dean of Students Office is responsible for overall management of critical incidents and emergencies across the university. Students, parents, faculty, and staff can contact DOS if they identify a student struggling with a challenge or unmet need.</td>
</tr>
<tr>
<td>3000 Michigan Union</td>
<td></td>
</tr>
<tr>
<td>734.764.7420</td>
<td></td>
</tr>
<tr>
<td><a href="deanofstudents.umich.edu">deanofstudents.umich.edu</a></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:deanofstudents@umich.edu">deanofstudents@umich.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Counseling and Psychological Services (CAPS)</strong></td>
<td>CAPS offers a variety of short-term personal counseling, educational, and skill-building services to students, including crisis intervention, brief personal counseling, and short-term psychotherapy.</td>
</tr>
<tr>
<td>3100 Michigan Union</td>
<td></td>
</tr>
<tr>
<td>734.764.8312</td>
<td></td>
</tr>
<tr>
<td><a href="caps.umich.edu">caps.umich.edu</a></td>
<td></td>
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<tr>
<td><strong>Office of Student Conflict Resolution (OSCR)</strong></td>
<td>OSCR serves as a campus resource for conflict management. OSCR offers a spectrum of conflict resolution pathways that are educationally focused, student-driven, community owned, and restorative in nature, which are adaptable to meet the needs of individuals experiencing conflict.</td>
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<tr>
<td>100 Student Activities Building (SAB)</td>
<td></td>
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<tr>
<td>734.936.6308</td>
<td></td>
</tr>
<tr>
<td><a href="oscr.umich.edu">oscr.umich.edu</a></td>
<td></td>
</tr>
<tr>
<td><a href="oscr@umich.edu">oscr@umich.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>University of Michigan Police Department (UMPD)</strong></td>
<td>UMPD can respond at any time when anyone is threatened, and provide consultations on how to approach situations of concern.</td>
</tr>
<tr>
<td>1239 Kipke Drive</td>
<td></td>
</tr>
<tr>
<td>Emergency: 911</td>
<td></td>
</tr>
<tr>
<td>Dispatch: 734.763.1131</td>
<td></td>
</tr>
<tr>
<td>Text: 377911</td>
<td></td>
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<tr>
<td><a href="dpss.umich.edu/content/about/our-departments/police/public.safety@umich.edu">dpss.umich.edu/content/about/our-departments/police/public.safety@umich.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Office of the Ombuds</strong></td>
<td>The Office of the Ombuds is a place where student questions, complaints, and concerns about the functioning of the university can be discussed confidentially in a safe environment.</td>
</tr>
<tr>
<td>6015 Fleming Administration Building</td>
<td></td>
</tr>
<tr>
<td>734.763.3545</td>
<td></td>
</tr>
<tr>
<td><a href="ombuds.umich.edu">ombuds.umich.edu</a></td>
<td></td>
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<tr>
<td><a href="mailto:umstudentombuds@umich.edu">umstudentombuds@umich.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Center for Research on Learning and Teaching (CRLT)</strong></td>
<td>CRLT offers resources for managing challenging classroom conversations (e.g., guidelines for planning and facilitating discussions on controversial topics) as well as incivility in the classroom.</td>
</tr>
<tr>
<td>1071 Palmer Commons</td>
<td></td>
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<tr>
<td>734.764.0505</td>
<td></td>
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<tr>
<td><a href="crlt.umich.edu">crlt.umich.edu</a></td>
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<tr>
<td><a href="mailto:crlt@umich.edu">crlt@umich.edu</a></td>
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</tbody>
</table>
Classroom Procedures

**Class Meeting Times**
As of Spring Term 2018, classes at the university begin on the hour and should be dismissed promptly ten minutes before the next hour, unless officially scheduled to meet for a different period. Ninety-minute sessions that are scheduled on the half-hour begin on time and should be dismissed ten minutes before the scheduled end-time. The ten minutes between classes are considered passing time: Students and instructors enter and exit the classroom. The outgoing instructor may answer short student questions; the incoming instructor may set-up class/exam materials.

*Neither class should expect to have exclusive use of a classroom during the ten minute passing period.*

**Appropriate Class Begin/End Times**
The following class times are observed in centrally scheduled LSA, Ford School of Public Policy, and Undergraduate Science Building classrooms:

- For classes that meet for one or two hour sessions, they must be scheduled to begin and end on the hour.
- For classes with 90-minute sessions, there are specific scheduled beginning and ending times:
  - 8:30 a.m. – 10:00 a.m.
  - 10:00 a.m. – 11:30 a.m.
  - 11:30 a.m. – 1:00 p.m.
  - 1:00 p.m. – 2:30 p.m.
  - 2:30 p.m. – 4:00 p.m.
  - 4:00 p.m. – 5:30 p.m.

*(All classes begin on time and end 10 minutes before the scheduled end-time.)*

**Special Room Requests**
There are two categories for special room requests that can be requested from the Curriculum Office (Office of the Registrar):

1. **Equipment needs:** Requests for special equipment (data or video projection, specific seating types, etc.) should be entered by your department curriculum maintainer in Wolverine Access under Curriculum Management > Schedule of Classes > Maintain Schedule of Classes > Meetings > Room Characteristics. Please request only those characteristics that are essential. It is possible to request too many characteristics and make it impossible to schedule a class.

2. **Location:** Requests for a specific location should only be made when absolutely necessary. The Curriculum Office always tries to schedule classes as geographically close to the Department or Program office as possible. The only requests that are considered “must-haves” are:
   - An instructor has a disability which requires the class be scheduled in the same building as their office.
   - An instructor has back-to-back sections and there is insufficient time to travel to another building. The Curriculum Office tries to schedule these in the same room if possible or at least in the same building.

Location-based requests should be submitted via email or fax by your department’s curriculum maintainer to the Curriculum Office, and should include subject, course, section, days, times, requested room size, and whether the request is for a medical disability or a back-to-back section.

**Class Roster**
Your class roster, reflecting all official registration for your class, is available in the Faculty Center on Wolverine Access. If a student’s name does not appear on the list, the student should be informed of this omission. It is the student’s responsibility to correct the problem. You may request that the student not participate in your class until officially registered or you may allow participation on the assumption that the problem will be resolved.

**Stating Classroom Objectives**
It is best for the instructor to summarize the course objectives and state the course prerequisites at the first meeting of the class. A written syllabus distributed to the students can be a clear way to describe both the course structure and the instructor’s expectations. You may also wish to upload your syllabus to Canvas.

It is particularly important for you to define in writing your expectations regarding attendance, academic integrity, class participation, the kind and quality of written work and examinations, and timeliness in meeting deadlines. Given the university’s wide variety of courses, and the variety of pedagogical approaches, there is little uniformity of opinion regarding these matters, and students need to have your
expectations stated clearly. For example, various instructors may attach different levels of significance to the documentation of research sources in term papers. Additionally, some instructors feel that poor attendance or class participation inevitably means a low or failing grade, even if the student’s performance on examinations is at a higher level.

A thorough statement of your expectations, given at the start of the course, will do much to eliminate subsequent misunderstandings. You will save yourself considerable frustration by announcing that you follow such a policy if that is the case.

**Syllabus Statements**

Instructors sometimes wish to include statements regarding sexual assault, accommodations for students with disabilities, and/or academic integrity in their syllabi. In response to requests for template syllabus statements, we offer the following for instructors to use or modify as appropriate.

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**Student Sexual Misconduct Policy**

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at sapac.umich.edu.

Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu

*You may find alternate syllabus statements and more information at sapac.umich.edu/article/faculty-resources-sample-syllabus-language*

**Students with Disabilities**

If you think you may need an accommodation for a disability, please let me know at the beginning of the term. Next, you should contact the Services for Students with Disabilities (SSD) office. Once your eligibility for an accommodation has been determined, you will be issued a **Verified Individual Services Accommodation (VISA)** form and we can arrange for your accommodation. Any information you provide is private and confidential and will be treated as such.

If you already have a VISA form from SSD, please present this form to me at the beginning of the term, but no later than at least two weeks prior to the need for the accommodation so that there is enough time for the appropriate arrangements to be made.

*You may find alternate syllabus statements and more information at ssd.umich.edu/article/syllabus-statement*

**Academic Misconduct**

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see lsa.umich.edu/lsa/academics/academic-integrity.html

**Student Mental Health and Wellbeing**

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at 734.764.8312 and caps.umich.edu during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at 734.764.8320 and uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit umich.edu/~mhealth/

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**Providing Accommodations to Students with Disabilities**

Services for Students with Disabilities (SSD) provides students with documented disabilities a Verified Individualized Services and Accommodations (VISA) letter that clearly delineates the accommodations that must be provided by an instructor. In order to receive these accommodations, students must present the VISA letter to the instructor at the start of the academic term or at least 2 weeks before accommodations are sought. The purpose of these accommodations is not to give students with disabilities an unfair advantage, but rather to give them an opportunity to demonstrate mastery of course content. Accommodations should not alter the fundamental integrity of a course. If you have additional concerns, please contact SSD at 734.763.3000. The LSA Testing Accommodation Center (TAC) may be one option to provide appropriate accommodations for students with verified disabilities. Information about reserving space at the TAC can be found online at: lsa.umich.edu/tac.

**Policy on Class Attendance**

It is critical that students attend classes from the beginning of the term. Even though students may be registered officially for a course, departments may give away a student’s place in a course if the student does not attend:

- The first meeting of biology, chemistry, and physics laboratories
- The first meeting of Sweetland Center for Writing courses
- Either of the first two meetings of English courses
- The first two meetings of HISTORY 496/497
- Either of the first two meetings of any course offered by the Department of Romance Languages
- The first two meetings of courses in other departments

At the same time, departments are not obligated to withdraw students officially from the course, even if the student has been informed that their place in a course has been taken away. Students always are responsible for the accuracy of their own schedules.

Students registered for a course that they do not intend to keep should drop it so that the space is available for other students, and so faculty will have an accurate class roster. In most instances, students are not automatically dropped from a class roster for non-attendance. Classes dropped after the drop deadline will result in a “W” on a student’s transcript whether or not the student has attended.

**Absences from Class Due to Illness or Unanticipated Circumstances**

Students are expected to attend class regularly and meet all requirements set by the instructor. When a student misses class because of an illness or unanticipated event, it is the student’s responsibility to notify the instructor and provide an explanation. In the case of documented short-term absence due to illness or other unanticipated circumstance, instructors should provide reasonable effort to accommodate the student in a way that maintains the integrity of the class.

**Report My Illness Website**


LSA provides a website for students to self-report an illness and it is a centralized means of initial contact with all of a student’s instructors. It is important for students to realize that this self-reporting does not constitute an excused absence and that instructors may request documentation to substantiate the absence. The email message that is generated to the student after self-reporting does point this out and indicates that it is the student's responsibility to contact their instructors directly about work missed during their absence.

**Requiring Documentation for Missing Assignments**

If the student’s absence due to illness causes the student to miss an assignment, an exam, or any other required work for the class affecting the course grade, the instructor has the right to require additional documentation verifying the cause of absence. The options available to make up that missed work may be limited and will be determined by the instructor within the limits of the course.

Students are held to the expectations outlined in the LSA Community Standards of Academic Integrity when seeking any accommodation due to absence.

**Students Representing the university in an Official Capacity Off-Campus**

There may be instances when students must miss class due to their commitment to officially represent the university. These students may be involved in the performing arts, scientific or artistic endeavors, or intercollegiate athletics. Absence from classes while representing the university does not relieve students from responsibility for any part of the course missed during the period of absence. Students should provide reasonable notice for dates of anticipated absences.

Within reason, an instructor should make appropriate arrangements to the student for missed work, provided that such accommodations do not place unreasonable burden on the instructor or fundamentally alter the integrity of the course. When the absence coincides with an exam or other assignment due date, the options to make up that missed work may be limited and will be determined by the instructor within the boundaries of the course.

For further information, see the Provost’s letter to the university community or consult your department chair.

**Religious-Academic Conflicts**

While the university does not observe religious holidays, it is the policy of the University of Michigan to make every reasonable effort to allow members of the university community to observe their religious holidays without academic penalty. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to make-up missed academic work. It is the obligation of students to provide faculty with reasonable notice of the dates on which they will be absent. When the absence coincides with an exam or other assignment due date, the options to make up that missed work may be limited and will be determined by the instructor within the boundaries of the respective class.

Please see the policy as stated on the Office of the Provost website.
Academic Progress Reports

The Academic Progress Report is accessible on the LSA Student Academic Affairs website.

Instructors can use the Academic Progress Report to identify students who are in academic difficulty and to make timely recommendations for corrective action. It is particularly helpful if you submit an Academic Progress Report for students who, by the midpoint of the term, are earning low grades in your class, or whose performance you are concerned about for other reasons. You should include any comments that may be relevant to the situation.

If you are teaching a large course, an Academic Progress Report can be an effective way to help a student get individual attention. Also, just about midway through the term, an Academic Progress Report will be requested for any of your students who participate in one of the various campus support programs, such as those offered by the Newnan LSA Academic Advising Center, the Comprehensive Studies Program (CSP), and the Athletic Department’s Academic Support Program (ASP), which monitor the progress of students and offer guidance and encouragement as appropriate.

At the same time you may submit reports for any other students who are having difficulty in your class. Academic Progress Reports may be submitted at any time during the term, but it is always best if the report is received before the Late Drop deadline (at the end of the 9th week of the term).

Please note that when you submit an Academic Progress Report, a copy is automatically emailed directly to the student. Another copy is placed in the student’s record in the LSA Student Advising File; copies will also be sent to all the student’s assigned academic advisors, including the CSP advisor for CSP students and the ASP counselor for student-athletes. The advisor will then contact the student to discuss the report.

When should you submit an Academic Progress Report?

- A student has not performed well on an exam or paper
- A student is not turning in assigned work, such as papers, problem sets, or other homework
- A student has not been attending class regularly
- A student’s behavior or performance has changed during the term (a student is not “acting like themselves”)  
- A student seems to be struggling in your class and would benefit from talking to you or seeking extra help

Also, you might remind students directly that academic advisors are available in the Newnan LSA Academic Advising Center (1255 Angell Hall, 734.764.0332) to offer support, answer questions, suggest study strategies, and help them clarify their academic goals.

Examinations during the Term

Midterm examinations should be given during regularly scheduled class sessions. When a special examination session is unavoidable, please remember that some students will not be able to take the exam at the special time. You may still find that some students cannot attend a make-up exam, either. It is expected that you will make mutually satisfactory arrangements for the students who cannot attend either time. If several examinations must be given at special times over the course of a term, you should name a special exam hour in the University Schedule of Classes (by giving dates and times to the RO) so that students will not elect classes which conflict with these exams.

Some large multi-lecture courses have been approved to administer unified exams in the evening.

Final Exams

LSA Faculty are expected to follow the Examination Schedule, per LSA Faculty Code which states: “The official examination schedule should be followed; and the instructor may not depart from the schedule.” The Final Exam Schedule is posted on the website of the Office of the Registrar.

Dean Martin’s memo to LSA faculty dated February 20, 2017 states:

“My expectation for this term and beyond is that the LSA Faculty will adhere to the university-established calendar for finals. Please also avoid using the last day of classes as a de facto exam day. Whatever we call these sessions, they too can lead to difficulties for students who are then not able to utilize the university study days, and in so deprives students of class period that would be otherwise devoted to instruction.”

Alternate Exam Times

Note that exams cannot be scheduled on Study Days or weekends.

The Faculty Code allows for the possibility that an individual student might need to take the final earlier or later than the designated time, which is possible by mutual agreement of instructor and student. If an individual alternate exam time is needed, students must notify their instructor of conflict at least two weeks prior to the final exam period. Every reasonable effort should be made for students who ask to be accommodated.
When students have four final examinations in one day, it is reasonable for an instructor to provide an accommodation allowing them to reschedule one of their exams. If requesting an accommodation, students must first obtain a letter from the Office of the Registrar verifying that they indeed have four final exams in one day.

Departments are encouraged to provide an alternate exam date/time (in addition to the scheduled exam time), especially for extra-large classes. When scheduling alternate finals, it is best to use established exam times of 8-10 a.m., 10:30 a.m.-12:30 p.m., 1:30-3:30 p.m., 4-6 p.m., or 7-9 p.m.

If the majority of students in a class need an alternate exam time, the department should contact the Registrar’s Office to discuss arrangements. To set up an alternate final exam, please submit a Final Exam Request Form which can be found on the Registrar’s website. However, changing the day/time of an exam is discouraged. If you do wish to request an official change in the time for your final exam, you must contact the Registrar’s Office, 1210 LSA Building, 734.763.2113, final.exam@umich.edu. If you change the published assigned time of the final exam, any student who wishes to take the final exam at the assigned time must be allowed to do so.

Please note that the university does not observe religious holidays and no systematic changes to the final exam schedule are planned in response. Please see the policy as stated on the Office of the Provost website.

**Returning Papers and Exams**

In returning graded student work, please avoid leaving papers in the hallway or outside your office for pick-up. Students have no privacy in such a case, and the risk is great that the papers may be stolen or misappropriated. It is preferable for you to return the papers in class, during your office hours, or from your department’s main office.

If you retain papers or exams, you should keep them for one year after the end of the course so that students will still have the opportunity to examine them and to learn from them. Having the papers also will protect you in a case where a student files a grade grievance.
Grading

Academic Standards and Academic Opportunities
1255 Angell Hall
734.936.1552
academic.standards@umich.edu

There is no college-wide policy on how grades are to be calculated or on grade distribution. Check with your departmental office to see if there are any departmental policies or general statements on procedures.

Deadline for Submitting Final Course Grades
Grades are due 72 hours after the scheduled final exam time for the course. It is critical that instructors submit their grades on time; missing grades cause problems for graduating seniors and students needing grades posted for a variety of other reasons, including scholarships, financial aid, and end-of-term review for academic standing. Submitting your grades on or before the deadline for your course is a tremendous help to students and the college.

Posting Grades
If you post exam or course grades, ensure that you protect each student’s right to privacy. Do not list students by name or student ID numbers. Please refer to the Office of the Registrar website for more information on student privacy rights.

Official Grades
Course grades are submitted via Wolverine Access by course instructors or department staff. Detailed information is available online.

Pass/Fail
A student can choose to take any regularly graded course Pass/Fail (except for courses elected at Camp Davis) by modifying the course through Wolverine Access. For LSA students, they must do this by the end of the third week of a full term (end of the second week of a half term); the deadline may vary for students from other U-M schools/colleges. As with the drop/add deadlines, the specific date by which an LSA student must make this decision is posted on the LSA website. LSA students are sent an email informing them of deadlines. A student cannot change to or from Pass/Fail after the deadline for making that decision. Students are not obligated to tell you whether or not they are taking your course Pass/Fail. You will report letter grades for all students. The registration system will convert grades of “A+” through “C-” to “P” and “D+” through “E” to “F.” You cannot submit a grade of “P” or “Pass.”

Audit
An official audit status in LSA is unusual. The audit requires approval in advance from both the instructor and the Academic Standards Board. The student must then treat the course as a regular election by participating in class and fulfilling the usual exam and paper assignments. Students pay for an officially audited course as if it were for credit. A grade of “VI” is reported on the student’s transcript when the course is completed. A student cannot later change an audited course to one for credit and a grade. If the student does not complete the work for an audited course, the instructor should submit an “NR” grade and level of student participation. The grade point average (GPA) will not be affected but the transcript will reflect that the audit was not completed. Official audits are treated differently by other units. If questions arise, contact the Academic Standards Board (1255 Angell Hall, 734.936.1552).

Grading for a Two-Term Course (Y)
A few courses (e.g., senior Honors thesis courses or some UROP research courses) are approved as “two-term” sequences (approval has to be granted by the LSA Curriculum Committee). In these specially approved cases only, an instructor can report a “Y” grade at the end of the first-term course to indicate work in progress. When a final grade is reported at the end of the second term, that final grade is posted for both terms’ elections. In cases where a “Y” grade is reported for a course which is not approved to extend for two successive terms, an “I” (Incomplete) is posted on the transcript and the course is subject to the regular deadline for incompletes. Students needing more time to complete this work must petition the Academic Standards Board for an official extension of the deadline (see below).

Incompletes (I)
The Faculty Code specifies that an Incomplete can be reported “only if the unfinished part of the student’s work is small, the work is unfinished for reasons acceptable to the instructor, the student’s standing in the course is at least a ‘C-’ grade or higher.”

For many students, the idea of arranging an Incomplete may not be familiar and may even be a bit intimidating. In some cases, students are not aware that they may discuss this option with you until an academic advisor or a peer mentions that possibility.

The “I” grade should be requested by the student. You should not submit an “I” when there is no arrangement made for the student to complete the work later. You are not obligated to grant an Incomplete, even if the student’s situation meets the criteria. If you do choose to submit the “I,” you are obligated to permit the student to complete work for the course either within our college deadline or an earlier deadline specifically set by you, and you are obligated to submit a final course grade.
It’s a good idea to have a written agreement with the student about what work needs to be completed and when you expect it to be done. You are encouraged to use the Instructor-Student Agreement for Finishing an Incomplete Course form.

You do not have to give an “I” if the work is to be completed before the start of the next term. In this case you should post an NR [No Report] for the student so that you can submit your grade roster. When the final work is submitted, you can submit a grade change using “Incomplete Work” as the Reason Code.

In LSA, the deadline for finishing an Incomplete is the end of the fourth week of classes in the next full term (not Spring or Summer half-terms) in which the student is enrolled (The deadline for graduating seniors differs; contact the LSA Academic Auditors). In general, but especially with graduating seniors, it is important for you to report the final grade as soon as possible after the student completes all necessary work. If the work is not completed and a grade is not submitted by the LSA deadline, an “I” lapses to an “ILE” on the student’s transcript and counts as a failing grade in the GPA.

Note that if the student has not enrolled in LSA since the term in which the “I” occurred, the grade would not have lapsed and the course would still be open for completion, even if the term of election was some years ago. This means that you are obligated to accept missing work and submit a grade.

Once a student has completed all necessary work and you are prepared to submit a grade, you will go to your web grade roster and select “grade change.” You must indicate the date the student completed the missing work. This confirmation of timing will help settle any questions about the Academic Standards Board’s acceptance of the grade. The new grade will be accompanied by an “I” before it. The notation “I” will remain permanently on the student’s transcript as an indication that the course was completed after the end of the term.

Time Extensions for Incompletes

If a grade has not been submitted within ten days after the applicable deadline for incompletes, the course lapses to “ILE.” If a student wishes to complete a class that has lapsed, any extension of the deadline must be approved in writing by the Academic Standards Board. A student must request an extension by obtaining your signature, representing your approval for an extension, on a Time Extension Request Form. If you are not willing to allow the student extra time, then you should not sign the form, and the matter ends there. If you do agree to extra time, the Academic Standards Board must still approve the time extension and will make that decision in the context of this student’s history in our college, current circumstances, and the resolution of all other requests for extensions which are submitted to the Academic Standards Board. Please give as much detailed information as possible on the Extension Form regarding the amount of work yet to be finished. Your advice and recommendation will be most helpful in this decision. If the time extension is approved, the Registrar will allow ten days from that approved date to receive the grade.

Our college does not permit a student to repeat a course in order to finish an old incomplete, so time extensions until the end of the subsequent term are quite unusual. In general, an extension should be brief and should not extend beyond the ninth week of the term. It is extremely difficult to justify extensions to the end of the term, since this could allow the student the opportunity to retake the course. If you view this to be necessary for your student, please give a full explanation on the Time Extension Request Form. Time extensions beyond the end of the subsequent term cannot be approved.
Grade Designations: Summary of Transcript Notations

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Points</th>
<th>Pass/Fail</th>
<th>Withdrawal/Drop</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>P (passed) credit, no honor points</td>
<td>W (official withdrawal) no credit, no honor points</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>F (failed) no credit, no honor points</td>
<td>ED (dropped unofficially) no credit, no honor points</td>
</tr>
<tr>
<td>A</td>
<td>3.7</td>
<td>Credit/No Credit CR (credit) credit, no honor points</td>
<td>(A notation of ED for a graded election has the same effect on the grade point average as does an E.)</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>NC (no credit) no credit, no honor points</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>S (satisfactory) credit, no honor points</td>
<td></td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>U (unsatisfactory) no credit, no honor points</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>(The S/U symbols are used by the School of Education.)</td>
<td></td>
</tr>
<tr>
<td>C–</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A notation of P, F, CR, NC, S, or U does not affect a student’s term or cumulative grade point average. A notation of I, Y, NG or NR, if not replaced by a passing grade, eventually lapses to E or ED and, for graded elections, is computed into the term and cumulative grade point averages.

*LSA Curriculum Committee approval is required to use a Y grade. See “Grading for a Two-Term Course (Y)” above.

If an LSA student elects a course in another Ann Arbor unit which is graded on a pattern not indicated here (e.g., graduate courses in the Stephen M. Ross School of Business), the grade will be translated by the Registrar to fit with LSA’s letter grading scale.

Grade Changes

Once you have submitted a final grade, it cannot be changed except with the approval of the Academic Standards Board, and only “to correct an error” (Faculty Code). If you feel that the grade you submitted is incorrect, you can initiate a change by clicking the “Request Grade Change” link from your Grade Roster, but you must fill in the “Comments” section along with the “Reason for Change” code. If there is no explanation provided, the Administrative Associate to the Academic Standards Board will email you asking for clarification.

If the transcript shows “ED” or “NR” for a student’s election of your course and you would like to treat the course as an incomplete, you can change the “ED” or “NR” to an “I” (if you feel that is justified) by submitting an online grade change, as long as the regular criteria for granting an incomplete are met.

A grade change must reflect the standards by which all other students’ grades were determined. For example, the Academic Standards Board will not accept a grade change which is based on “extra” work the student was allowed to submit in an attempt to raise the grade, unless the option to submit extra work was known by and available to all students in the class. Similarly, allowing a student to retake an exam gives that student an unfair advantage over the student who does not make a special request.

You may be approached by students asking you to change a grade because they are on academic probation or have been suspended from the college. Remember the restriction on changing a final grade, and do so only if the student’s academic work warrants re-evaluation due to an error. The fact that a student is on academic probation or subject to suspension is not justification for changing a grade. **Please keep in mind that no student is suspended because of a single poor grade.**

Unless you are sure that a change you would like to report fits under the Faculty Code definition of “an error,” you should contact a member of the Academic Standards Board before you make any commitments. If you have any questions about acceptable procedure under the Faculty Code, please call the Office of Academic Standards and Academic Opportunities at 734.936.1552.

Some changes cannot be done through the online Grade Change system. In these cases, you must submit a paper Grade Change Report. Your department office has this form and you should use it to report any of the following: credit hour changes, changes to courses taken before Web Grades existed, “VI” (audit) grade changes.

Retaining Grade Books or Electronic Grading Information

The grade book showing the class grades throughout the term, as well as the final course grades given, should be retained. While you are on campus, you should keep the grade books yourself. If you leave the university, you should submit all grade books to the department office for retention there. Even if you are only on leave, department personnel should have access to the records in order to handle questions that might arise during your absence. If you keep your grades electronically, please be sure that someone in your department has electronic access if you leave the university or are away for a semester.
Grade Grievance

Students are encouraged to discuss their grades with their instructors if they do not understand the reason(s) for the awarding of a particular grade or need clarification of any instructor comments received for any work. Instructors are urged to discuss all such questions in as thorough a manner as possible and to help the student learn how to apply the feedback from previous work to future assignments.

Students may appeal any alleged unfair or improper grading by filing a grade grievance. Each department has specific procedures for handling such appeals, which follow general guidelines set by the college. A grievance includes:

- A specific statement from the student, along with any relevant graded materials in the student’s possession
- A statement of explanation or rebuttal from the instructor, along with any relevant graded materials in the instructor’s possession

The Assistant Dean for Undergraduate Education (Office of Student Academic Affairs, 1213 Angell Hall, 734.764.7297) has the responsibility for ensuring that your department’s guidelines have been followed for grade appeals. Once appeals under your department’s guidelines have been exhausted, there is no further appeal within the college or university. Questions about policy or about specific cases should be directed to the Assistant Dean for Undergraduate Education.

Repetition of Courses

If a course was taken in residence and a grade of A+ through C, P, CR, or S was earned, then repetition of this course results in no additional credit or honor points. The course and grade appear on the transcript with the notation “NFC.” A student repeating a course in which C- through D- was previously earned will receive honor points but no additional credit toward a degree. The course appears on the transcript with the notation “REP.” Repetition of a course in which an E, F, NC, or U grade was originally earned produces both credits toward a degree and honor points for courses elected on the graded pattern; there is no special transcript notation. In all such cases, the first election and grade earned remain on the transcript. The grades earned by repetition of courses are not averaged and posted as a single entry; they are posted as separate elections.

Recording Level of Student Participation when Entering a Failing Grade

In order for the university to comply with rules issued by the U.S. Department of Education, instructors are required to record a student’s level of participation and/or last date of participation when assigning a failing grade. (This also applies when using the administrative grade of “NR.”) When a failing grade is entered in Wolverine Access on the Grade Roster or Grade Change pages, the instructor will be prompted to enter a “Level of Participation” of either “Fully,” “Partially,” or “Never.” Further, if “Partially Participated” is entered, the instructor will be prompted to enter the student’s last date of participation.

Participation. Participation includes any contact between the instructor and student relevant to the course – including class attendance, participation in a discussion in CTools or Canvas, a paper, an examination, written and verbal conversation between the instructor and student about the course. It is important to note that participation for these purposes is defined not by the quantity or quality of participation, but by the student’s last participation. For example, if a student never attends class, but takes the final exam, the Level of Participation is “Fully Participated.”

Why are dates needed when students fail a class or do not begin attendance in a class from which they did not officially withdraw? The university disburses financial aid prior to the beginning of classes based on the number of credits for which the student registered. The U.S. Department of Education requires the Office of Financial Aid (OFA) to determine if failing grades were awarded because the student did not attend the class, or if the student simply stopped attending at some point during the semester. If the enrollment status at time of disbursement is proven to be incorrect at the end of the term, the student’s aid must be adjusted. The U.S. Department of Education holds all schools responsible for proving that students began attendance in all classes and that the failing grade was an “earned” grade. At universities where attendance taking is not required, OFA is required to confirm:

1. The student began attendance in all classes
2. The student began attendance but unofficially withdrew at some point in the semester
3. If the student failed the class that the student was enrolled through the end of the semester
Grade Review/Academic Status

Academic Standards and Academic Opportunities
1255 Angell Hall
734.936.1552
academic.standards@umich.edu
lsa.umich.edu/lsa/faculty-staff/student-academic-affairs/about-student-academic-affairs/academic-standards-and-academic-opportunities.html

At the end of each term and half-term, the Academic Standards Board reviews the academic records of all LSA students showing evidence of academic difficulty. (Academic review for students enrolled in the Residential College or the Honors Program is performed by those programs.)

The college uses four basic types of actions: Action Pending, Probation, Suspension, and Dismissal.

**Action Pending**

Action Pending is assigned when a student’s academic record for a term is incomplete (i.e., not all grades are submitted or the student has an "I") and the student is in danger of completing the term with less than a 2.0 grade point average. The transcript is then reviewed again when final grades have been reported or after incomplete grades have lapsed. This review normally takes place during the fifth week of a student’s next fall or winter term in residence. If all incomplete work has not been finished, or if it has been finished with grades that result in a grade point average below a 2.0, a student will be placed on Probation.

**Special Action Pending** is assigned when a student has an unusually large number of incomplete grades, or if there is a possibility that their term GPA will be well below 2.0. These students are required to meet with an Academic Standards Board member within the deadline specified in the notification letter to discuss their plans to complete the work. A student who fails to make this appointment will be disenrolled from the term.

**Probation**

Probation is assigned to all students in the college whose term grade point average falls below 2.0 but whose deficit is not severe enough to justify suspension. Students are placed on probation whenever the term grade point average falls below a 2.0 during a term or half-term, regardless of the number of courses or credits elected or whether the cumulative grade point average remains above a 2.0.

Probation Continued is assigned when a student on probation has earned a term grade point average above a 2.0 but the cumulative grade point average of 2.0 has not yet been achieved. Probation Continued might also be assigned if a probationary student has a term average of exactly 2.0 or slightly below 2.0, so long as members of the Academic Standards Board feel that the student is making progress toward fulfilling degree and program requirements.

Special Probation is assigned to students whose record leaves some question about whether immediate continuation in the college is advisable. These students are required to meet with an Academic Standards Board member within the deadline specified in the notification letter to plan appropriate course elections. A student who fails to make this appointment will be disenrolled from the term.

The conditions for a student on Probation or Probation Continued are that all courses in the ensuing term must be completed by the end of the term with a term grade point average greater than 2.0. Specific conditions of probation are stated in a letter notifying the student of the action taken by the college.

All students placed on probation are required to discuss their academic situation with an academic advisor or a member of the Academic Standards Board and are encouraged to take advantage of college and university resources to assist them in improving their level of academic performance.

Raised Probation officially confirms that a student has completed a probationary term with better than a 2.0 grade point average and that a student’s cumulative grade point average is at least a 2.0.

**Suspension**

The Board can suspend students after any term of enrollment, including the first; there is no automatic, one-term probation period before the Board will suspend a student from the college. A term GPA close to or equal to 0.0 will cause the Board to place a suspend action on a student record, as will significant failure to achieve a GPA of at least 2.0 in the student’s declared major. Thus, students may find themselves suspended after one term of very poor academic performance. Academic suspension is not punitive; rather, it aims to prevent further damage to the student’s GPA. Students whom the Board suspends must remain out of registration for at least one fall or
winter semester and then request readmission through a written petition that they must submit at least six weeks prior to the term they hope to return.

The Board carefully reviews students’ academic records at the end of each semester in order to determine the appropriate academic action to take on them. Records with poor or failing grades indicate that serious obstacles are preventing academic success, obstacles that students need to address before continuing their studies. Suspension will allow students the time to confront these obstacles so that they may return ready to perform successfully and ultimately to graduate. Board members are available to suspended students to help them plan their best next steps after learning about their suspension.

**Reinstatement**

Suspended students are expected to be out of registration for at least one full fall or winter term following their suspension. Reinstatement is not automatic after that time; students must petition to be readmitted. When they feel they are ready to return, students should make an appointment with a member of the Academic Standards Board by calling 734.764.0332. This meeting or phone appointment should take place at least eight weeks before the start of the desired return term. The purpose of this appointment is:

1. To discuss the factors that led to the suspension
2. To talk about what the student has been doing while away
3. To consider academic plans going forward

During this conversation, the Board member will provide guidance about writing the reinstatement petition. Petitions are due at least six weeks before the start of the desired return term and should include the following:

- A thoughtful analysis of what went wrong before
- Evidence that past problems have been resolved or eliminated (or a strategy for managing any ongoing issues)
- A description of how the student has used the time away
- A viable academic plan for the student’s remaining terms

Students are strongly encouraged to complete academic work elsewhere during the suspension period; strong grades in such classes will greatly strengthen one’s case for readmission. These students must consult with an LSA academic advisor or Board member before taking classes elsewhere, to make sure the courses are appropriate and transferable.

Relevant supporting documentation should be attached to all reinstatement petitions. Some examples of appropriate documentation are:

- Statements from health care providers if academics were impacted by physical or mental health issues
- Transcript and/or instructor statements if taking classes elsewhere
- Letter from employer if working during the suspension period

After reviewing the reinstatement petition, the Academic Standards Board will make a decision and will notify the student by email.

**Dismissal**

Students may be permanently dismissed from the college if the Academic Standards Board determines that continuation in the college is unlikely to lead to a degree.

**LSA Academics and Requirements Website**

The LSA Requirements website lists and describes the college’s academic policies and general requirements, as well as LSA departments and programs and their faculty, major and minor program descriptions and requirements, and courses, reflecting the college curriculum approved by the LSA Curriculum Committee.

The policies and procedures described on this website govern the conduct of academic matters affecting students enrolled in the college. Exceptions to these policies may be granted only upon written petition to the Academic Standards Board. *Honors students petition the Honors Academic Board; Residential College students petition the RC Board on Academic Standing (BOAS).*

**Rules for Degree Requirements**

Students are responsible for knowing and meeting degree requirements. A student may comply either with the degree requirements that are in effect during their first term of enrollment in the college or at the time of graduation. Requirements for majors and minors are those applicable at the time the student declares the major or minor. To petition for an exception to an LSA degree requirement, students must submit an online academic petition form. These petitions and additional forms can be found on the Newnan Academic Advising Center’s Academic Forms page. When a student submits an online form that requires your input, you will be notified by email.

*Students in the Honors Program and Residential College must consult their respective program offices about special degree requirements, courses, policies, and procedures.*
Majors

<table>
<thead>
<tr>
<th>Afroamerican and African Studies</th>
<th>Computer Science</th>
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<td>Polish</td>
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<td>Informatics</td>
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<td>Women's Studies</td>
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<td>Linguistics</td>
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Honors Plan

All departments and interdisciplinary programs offer Honors versions of their majors, which are coded as Honors Plans. At the beginning of the third year, or when it is appropriate in the department's process, students may apply to a departmental Honors major. Students who meet departmental criteria are eligible to apply whether or not they have previously been in the Honors Program. Admission of upperclass students is determined by LSA departments and programs. Students will be required to have a cumulative GPA of 3.4 to graduate with Honors; they may embark on an Honors major before they have reached that threshold, but the minimum should be attainable by the time they graduate.

Many departments require their Honors majors to register for special seminars and independent study research courses. During the senior year, Honors majors carry out research and write a thesis under the direction of a faculty mentor. With only a few exceptions, graduation with Honors requires the completion of a Senior Honors thesis. After an evaluation of the thesis and the overall academic record, Honors department advisors recommend that students graduate with an Honors degree. The department will then send one of four possible recommendations to the Honors Office: “No Honors,” “Honors,” “High Honors,” or “Highest Honors.” “No Honors” is given for work that does not meet departmental standards, and for students with GPAs under 3.4 (“No Honors” is not noted on the transcript or diploma). The other three will be posted on the final transcript and diploma.

In some rare circumstances, departments may ask the Honors Academic Board to graduate with Honors a student whose cumulative GPA is below the required threshold at the time of graduation. The request should be made by the faculty advisors who knows the student's work and history best, but must be endorsed by the Director of Undergraduate Studies and the Chair of the Department. The letter(s) for this request should explain the student's circumstances, describe the Honors work, and provide a justification for making an exception to the GPA requirement.

Honors Plans are described under the relevant departmental listings in the Majors and Minors section of the LSA website.
### Minors (and department offering the minor)

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<tr>
<th>Minors Offered by Other Schools and Colleges Open to LSA Students</th>
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<tr>
<td>Afroamerican and African Studies (Afroamerican and African Studies)</td>
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<td>American Culture (American Culture)</td>
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<td>Arab and Muslim American Studies (American Culture)</td>
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<td>Asian Studies (Asian Languages and Cultures)</td>
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<td>Asian/Pacific Islander American Studies (American Culture)</td>
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<td>Biophysics (Program in Biophysics)</td>
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<tr>
<td>Bosnian/Croatian/Serbian Literature and Culture (Slavic Languages and Literatures)</td>
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<td>Central Eurasian Studies (Center for Russian, East European, and Eurasian Studies)</td>
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<td>Classical Archaeology (Classical Studies)</td>
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<td>Creative Writing (English Language and Literature)</td>
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<td>Crime and Justice (Residential College)</td>
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<td>Digital Stories (American Culture)</td>
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<td>Earth Sciences (Earth and Environmental Sciences)</td>
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<td>East European Studies (Center for Russian, East European, and Eurasian Studies)</td>
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<td>East European, Cultures and Literatures (Program in the East European Studies (Center for Russian, East European, and Eurasian Studies))</td>
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<td>Epistemology and Philosophy of Science (Philosophy)</td>
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<td>European Studies, Modern (Center for European Studies)</td>
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<td>Food and the Environment (Program in the Environment)</td>
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<td>French and Francophone Studies (Romance Languages and Literatures)</td>
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<td>International Studies (Program in International and Comparative Studies)</td>
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<td>Judaic Studies (Frankel Center for Judaic Studies)</td>
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<td>Latin American and Caribbean Studies (Center for Latin American and Caribbean Studies)</td>
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<td>Mind and Meaning (Philosophy)</td>
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<td>Moral and Political Philosophy (Philosophy)</td>
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<td>Science, Technology, and Society (Science, Technology, and Society Program)</td>
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<td>Spanish Language, Literature, and Culture (Romance Languages and Literatures)</td>
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<td>Urban Studies (Residential College)</td>
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<td>Water and the Environment (Program in the Environment)</td>
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<td>Writing (Sweetland Center for Writing)</td>
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<tr>
<td>Yiddish Studies (Frankel Center for Judaic Studies)</td>
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### Supplemental Studies

| Sustainability (Graham Environmental Sustainability Institute) | |
Course Election and Registration Procedures

Registration Procedures and Restrictions

Course Selection
Students read course descriptions and class meeting times on the LSA Course Guide. The online Course Guide allows students to search for classes based on multiple criteria. It also provides quick access to past course syllabi, as well as the CourseProfile (ART) system, which provides additional historical data on enrollment numbers and class composition for each course.

Registration
Each student is assigned an electronic “registration appointment time,” which is the earliest time they can log in to Wolverine Access and register for the upcoming semester’s classes. Before the actual registration time, students can log on to Wolverine Access to build their schedule by placing potential courses in their online “backpack.” The use of the “backpack” facilitates registration at the appointment time.

Drop/Add
Once a student has registered for classes, they may make changes to their elections. Here are the general deadlines for dropping and adding classes for LSA students. The specific dates for each term are available from the Newnan LSA Academic Advising Center (1255 Angell Hall, 734.764.0332) and can be found on the LSA website. Note that students from other schools/colleges at the university may have different deadlines.

The first three weeks of a term (first two weeks of a half-term) are a “free” drop/add period, during which LSA students may change their schedules without advisor or faculty approval (except to add a course that is listed as “closed”). No record of dropped elections during this period will appear on the official Academic Record.

If you feel strongly that there is a point in time before the end of the third week by which students should not add your course without talking to you or your designated representative, you should contact your department office to have your course listed as “closed” or “permission of instructor/department” on that date.

From the fourth to the ninth week (three through five of a half-term), students who wish to drop or add a class will need to complete the online Late Drop/Add process available through Wolverine Access. Approved late drops will be recorded on the student’s transcript with a “W” (official withdrawal), which does not carry any connotation of either passing or failing at the time of withdrawal.

If one of your students submits an online Late Drop/Add request, you will receive an email with an embedded link taking you to a page in Wolverine Access. You can then either immediately recommend approval, or you can ask the student to discuss the request first (in-person, via phone, or email). If you do not take action on a Late Drop/Add request within 72 hours, you will receive a reminder email. After you submit your recommendation, the request will be automatically routed to the student’s advisor or another academic officer in the student’s home school for approval.

Note that students are able to drop classes for any reason before the ninth week deadline; the instructor recommendation request provides an alert to you as an instructor, and the opportunity to have a conversation with the student before making your recommendation. The late drop form also asks for the student’s last date of participation in the class (e.g., attendance, homework submission, email correspondence regarding academic work).

Late adds require instructor approval, as well as an electronic override for the student (usually arranged through your departmental office). Without the override, the student’s late add request cannot be approved. More information on how to process late drop/add requests in Wolverine Access is available online.

After the ninth week (fifth week of half-terms), students must submit a petition to drop or add a class. Drops after the ninth week are evaluated based on specific difficulties which must have just arisen and which the student could not have anticipated. Academic difficulty in the course alone will not justify the drop of a class after the ninth week; these drops are granted only if there are extenuating circumstances beyond the student’s control.

Adds after the ninth week are scrutinized just as closely as requests for late drops. Although the student may have secured an electronic override from you, the add is not automatically approved. On the Late Add Form you will be asked to comment on the student’s attendance in the class and work remaining in the course. The student must have a compelling reason for why they delayed adding the course. This prevents students from waiting to add a course only after they are confident of their final grade.

A committee of general academic advisors and members of the Academic Standards Board considers these petitions, but the likelihood of approval is small because the Board is mandated to follow a strict set of guidelines for adds or drops after the ninth week of classes. Students must explain their reasons for requesting the drop/add on the petition, which will provide you a context in which to discuss their standing in the class. Your comments on the late Drop/Add form are extremely valuable to the academic advisor and the Academic Standards Board, and your input is necessary on the petition in order for the student’s request to be considered. Especially helpful is
information regarding the student’s attendance record, performance on graded assignments, timeliness in submitting required work, efforts to seek help outside the classroom, and so forth.

**Understanding Course Restrictions and Controls**

**Prerequisites**

Prerequisites may be advisory, or mandatory. If advisory, they state the assumed background or level of academic experience, and students should be guided by these statements. If mandatory, they are enforced at the point of online registration. The LSA Course Guide will indicate any “advisory” or “enforced” prerequisites where applicable. The phrase “or permission of instructor” / “or permission of department” may be considered an implicit part of the statement of prerequisites for any course, and instructors may issue approval and request electronic overrides for students on a case-by-case basis.

There are three types of prerequisites:

- **Courses.** In order to register for the course, a student must have on their transcript the specific prerequisite course. Note that unless otherwise stated, the phrase “or equivalent” may be considered an implicit part of the prerequisite for any course. If a student has satisfactorily completed a course(s) that is evaluated by the department to be substantially equivalent to one listed as a prerequisite, election may be allowed by issuance of electronic override.

- **Group membership.** For courses are restricted to students in a particular student population, class standing, or academic community—e.g., history majors, first-year students, Comprehensive Studies Program.

- **Permission of instructor or department.** These courses require all students to obtain approval from the instructor/department and request an electronic override in order to register.

**Closed Classes**

Classes that reach enrollment capacity during registration will be listed as “closed.” On occasion, classes reopen if a department raises the enrollment capacity of the course and/or adds additional sections. A student may register for a closed class only by obtaining an override (an electronic permission entered in M-Pathways) for that class. Typically, overrides are issued by the department with approval of the instructor. Please refer to the section on “Overrides” located below and check with your department regarding the procedures for granting overrides.

**Waitlists**

Waitlist procedures exist to help deal fairly with students who wish to enroll in closed classes. The specific procedures vary from one department to the next and may vary for courses within a department. Waitlists may be administered through Wolverine Access, by departments, or by the individual instructors. Check with your department for procedures that apply to your course. Course and departmental waitlist procedures can be listed in the online LSA Course Guide.

Registration waitlists that begin when a course section has filled serve a number of uses for faculty, departments, and our college. While the student names do appear on the list in the chronological order in which they added themselves to the list, instructors/departments are able to manage these waitlists based on their determined course priorities. For example, class standing (senior, junior, etc.) or declared major may be considered more important than what number a student is on the waitlist. Some courses are of special importance to students – for instance, declared majors or potential majors who need the course for the degree or as a prerequisite to additional work – and you may want to accommodate such students.

Often students will attend a class, even though not officially registered, in the hope that natural attrition will free a space for them. The history of enrollment for your class and the presence of vacancies in other sections of the same class may influence your decision as to whether to issue overrides to students on the waitlist.

**Overrides (Electronic Permissions)**

Overrides allow all teaching departments to control entrance into those classes that have requirement groups, are “by consent of instructor or department only,” or are closed. If your class is “closed” in Wolverine Access, or if entry into the class requires permission of instructor, you may provide an electronic override to allow the enrollment. After obtaining permission from you to enter a closed class or restricted course with an override, students can then enroll through Wolverine Access. Instructors should contact their department to have an override issued for the student. Overrides are NOT available from the Newnan LSA Academic Advising Center or the Academic Standards Board.
**Academic Support and Research Opportunities**

**Academic Success Strategies**
Sponsored by the Newnan LSA Academic Advising Center, the Stay on Track section of the Newnan website contains information to help students develop personal study strategies.

**Academic Support Services**
The Academic Support Services site provides students with up-to-date information regarding academic support services sponsored by or offered in conjunction with university departments. The site allows members of the university community to submit information about new services or correct information about currently listed services. Individuals can also use the “contact us” button to ask further questions about the university’s academic resources.

**English Language Institute (ELI)**
Weiser Hall, Suite 900
734.764.2413
lsa.umich.edu/eli
eli-information@umich.edu
Angelo Pitillo, Director

The English Language Institute (ELI) was established in 1941 as the first university-based intensive English program in the United States and the first language research and teaching program of its kind. Today, the ELI provides language, academic, and intercultural instruction for international graduate students and scholars; language and pedagogy courses for international Graduate Student Instructors; and ESL/EFL teacher preparation courses for undergraduates. ELI’s current offerings include:

**Academic English Courses for Graduate Students** - Course offerings include a range of English for Academic Purposes courses which focus on the language skills graduate students need to succeed at each stage of their academic careers and in their future professional lives. Courses are targeted to specific language needs such as dissertation writing, writing for academic publication, and speaking in research contexts.

**Undergraduate ESL/EFL Teacher-Training Courses** - ELI also offers ESL/EFL teacher-training courses for undergraduates which prepare them to teach English in the U.S. or abroad. These courses strongly emphasize the principles of service learning and include practice teaching experiences in local service organizations and migrant farm-worker camps.

**International Graduate Student Instructor Program** - The ELI’s IGSI program includes a combination of instruction in language and pedagogy, guided practice teaching, and intensive individualized mentoring and advising. Together with CRLT, ELI offers an intensive summer experience for new international GSIs in LSA, as well as ongoing course options and individual support for pre- and in-service GSIs.

**Language Clinics** - Graduate students and scholars who wish to further refine and polish their language skills can receive ongoing one-on-one support in ELI’s Writing and Speaking Clinics.

**Academic English Workshops** - In the fall and winter terms, ELI offers short one-time workshops targeting specific skills such as academic email, self-editing techniques, and academic job interview skills.

**Summer Intensives** - The ELI offers several summer intensive programs for newly-admitted international students. These include English for Legal Studies and English for Business Studies intensives, as well as a general-purpose English for Academic Purposes program open to students in all U-M schools and colleges.

**Online Pre-Arrival Course for International Graduate Students** - Each summer, ELI offers an online pre-arrival academic acculturation course for newly-admitted graduate students which prepares them to hit the ground running in their academic programs in the fall.

**Courses for International Scholars, Researchers, and Post-Docs** - In the fall, winter, and spring terms, ELI offers non-credit, fee-based academic English workshops for international scholars, researchers, post-docs, and staff.
**Language Resource Center (LRC)**

1500 North Quad  
734.647.0759  
lsa.umich.edu/lrc  
lrc.contact@umich.edu  
Julie C. Evershed, Director

The mission of the Language Resource Center (LRC) is to serve, support, and promote the study and instruction of foreign languages, cultures, and literatures at all levels within the University of Michigan community. To fulfill this mission, the Language Resource Center provides leadership and excellence in the application, creation, and dissemination of innovations with respect to information, technology, media, and materials for all university individuals who utilize foreign languages in their studies, teaching, or research. In addition to supplying diverse resources and services to the university community, the LRC is dedicated to strengthening foreign language instruction at the University of Michigan by informing faculty and GSIs of theoretical and practical developments in the following fields: language pedagogy, teaching methods, educational research, language acquisition, instructional technology, evaluation, and productivity.

**Services and Facilities**

The Language Resource Center is situated on the first floor of North Quad. The media center includes a walk-in computer lab, two computer classrooms, a screening room, and a specialized collection of thousands of movies, audio, books, and self-study kits to support the study of language, literature, and culture on the U-M campus. They manage several online resources as well: Conversation Partner Database, Language Tutor Database, Yabla Language Immersion Video, International Television, and Online Language Learning Gateway.

Additional services geared specifically toward faculty include: course reserves, consultations on technology and language teaching, workshops as well as individual training, audio/video production, and grant funding opportunities.

**Math Lab**

2074 East Hall  
734.936.0160  
lsa.umich.edu/math/undergraduates/course-resources/math-lab.html  
Irina Arakelian, Director

The University of Michigan Mathematics Laboratory (Math Lab) is a walk-in tutoring service available free to all U-M students. Tutoring is available for mathematics courses numbered through MATH 217. Though help is not regularly available for other courses, the Math Lab will attempt to answer the questions of any U-M student who comes to us for mathematics help. Consult the Math Lab website for specific hours of operation.

**Physics Help Room**

1416 Randall Lab  
734.764.5539  
lsa.umich.edu/physics/undergraduate-students/introductory-physics-courses/tutoring.html

The Physics Help Room was created to help students in Introductory Physics classes. The Help Room is staffed (usually between the hours of 10 a.m. and 9 p.m. in the fall and winter, with more limited spring hours) with graduate students, undergraduate learning assistants, and faculty. A staffing schedule is posted outside the Help Room door. Help Room staff are available to answer questions related to introductory physics courses. The format is walk-in tutoring. Services in the Physics Help Room are free to all U-M students; no appointments are needed.

**Science Learning Center (SLC)**

Main Branch  
1720 Chemistry Building  
734.764.9326  
lsa.umich.edu/slcl  
slc@umich.edu  
Joe Salvatore, Director

Satellite Location  
2165 Undergraduate Science Building  
734.764.9326

The Science Learning Center (SLC) is an interdisciplinary resource center that supports teaching and learning across the natural sciences of astronomy, biology, biophysics, chemistry, earth and environmental sciences, and physics. The SLC provides out-of-classroom learning opportunities such as study groups, tutoring, mentoring, GSI office hours, and workshops.
The SLC Main Branch is located in the atrium of the Chemistry Building (1720 Chemistry) and is home to several areas of activity, including computer labs, meeting alcoves, a loan desk for reserve and research materials, study lounge areas, and a help room. In the eight alcoves found at the Main Branch, students can consult with Graduate Student Instructors (GSIs) or meet with a group of peers. Each alcove is furnished with a table, chairs, and whiteboards. A separate help room is also located inside the Main Branch where peer tutors assist fellow students on both a drop-in and appointment basis. The SLC’s Satellite Location is located on the second floor of the Undergraduate Science Building where users find a large study lounge plus three team rooms for student and faculty use. The SLC’s circulating collections include textbooks, study guides, science journals, and other supplementary materials. Both locations offer access to a number of computers equipped with both general productivity and instructional software.

The SLC’s facilities and programming are designed to improve student learning and engagement in the sciences, with particular emphasis on involvement in introductory courses. The center plays an integral role in the university’s vibrant learning community, encouraging students to become a part of a scientific community early in their undergraduate career.

The SLC focuses on offering:

- A place where students and GSIs come together for small group or one-on-one learning sessions
- A location for students to form and work in formal and informal study groups
- An environment where students feel comfortable seeking the assistance of peer tutors
- A site where technology enhanced instruction is supported
- Programming related to study skills, career development, graduate and professional education, and science interests
- Instructional support offered by professional staff

The SLC organizes formal weekly study groups for a large number of courses in Chemistry, Biology, and Physics. These optional study groups are led by peer facilitators who are trained in group facilitation and collaborative learning techniques. Groups generally meet once every week for two hours and are comprised of approximately 13 participants. The small size of the group, along with the nature of the focused activities, distinguishes a study group from a discussion section. Well-trained peer tutors are also available during drop-in hours in a help-room setting. Appointment-based tutoring is also available on a limited basis.

Sweetland Center for Writing

1310 North Quad
734.764.0429
lsa.umich.edu/sweetland
sweetlandinfo@umich.edu
Anne Ruggles Gere (English and School of Education), Director
Naomi Silver, Associate Director

The Sweetland Center for Writing exists to support student writing at all levels and in all forms and modes. Sweetland offers one-to-one consultations to undergraduate and graduate students in faculty-led Writing Workshops and to undergraduates at Peer Writing Centers and the Online Writing Lab (OWL). In addition, Sweetland provides writing support for all multilingual and international undergraduate students, offering a range of credit-bearing courses, one-to-one consultations at Writing Workshop and Peer Writing Centers, and peer-to-peer conversation groups (Chat Cafe).

Sweetland offers the Sweetland Minor in Writing; teach writing, including digital and social media forms, from the 100 to the graduate level; award undergraduate writing prizes; and oversee the College of LSA’s First-Year Writing Requirement and Upper-Level Writing Requirement. Sweetland also operates the Sweetland Fellows Seminar (for faculty and graduate students), M-Write Seminar for Engaged Learning, Dissertation Writing Institute, and Dissertation Writing Groups.

Sweetland supports instructors teaching writing at the University of Michigan by providing individual consultations and online resources about creating writing assignments, responding effectively to and evaluating student writing, and working with multilingual students. Brief informational classroom visits are available to introduce students to writing support services, as well as in-class workshops designed in collaboration with the course instructor.

Services for Students with Disabilities (SSD)

G664 Haven Hall
734.763.3000
ssd.umich.edu
ssdoffice@umich.edu
Stuart Segal, Director

Services for Students with Disabilities (SSD) provides services to students with visual impairments, learning disabilities, ADHD, ASD, mobility impairments, hearing impairments, and all chronic health and mental health conditions. SSD offers services which are not provided by
other University offices or outside organizations. SSD provides such services as accessible campus transportation, adaptive technology, sign language interpreting, classroom accommodations, and more, all free of charge and confidential.

Before and after a student enrolls at the university, SSD is available to answer questions or provide referrals concerning admission, registration, services available, or financial aid. In addition, SSD can help assess the need for interpreters, transportation, classroom accommodations, note-takers, or adaptive equipment.

**Testing Accommodation Center (TAC)**

B119 Modern Languages Building (MLB)
734.763.1334
lsa.umich.edu/tac
lsa.testcenter@umich.edu
Lisa Clark, Manager and Evan James Copeland, Assistant Manager

The LSA Testing Accommodation Center (TAC) serves the college by providing reasonable testing accommodations to students with verified disabilities through the Office for Services for Students with Disabilities and who are enrolled in LSA courses. By creating an appropriate space for completing exams, the LSA TAC aims to make education accessible for students with verified disabilities. The LSA TAC’s mission is to serve both students and instructors through well-defined processes that ensure equity, confidentiality, and test security.

The LSA Testing Accommodation Center adheres to the National College Testing Association (NCTA) Professional Standards and Guidelines. Students with verified disabilities are expected to meet with instructors at the onset of the term to make arrangements for appropriate academic accommodations. To learn more about the LSA TAC and its reservation process, please visit the TAC website. Test reservation requests can be submitted online at the TAC Reservation website.

**Transfer Credit Evaluation/Admissions**

For information about bringing in credit from another school, go to the LSA prospective students transfer credits page.

**Undergraduate Research Opportunity Program (UROP)**

1190 Undergraduate Science Building
734.615.9000
lsa.umich.edu/urop
urop.info@umich.edu
Michelle Ferrez, Director

The UROP program enables students to work with faculty members conducting research (either one-on-one or with a small group of students). Students will choose research projects by looking through a catalog of faculty research projects, and will then interview for the positions with the faculty researcher. Students spend between six and 12 hours per week working on their research projects. Students can participate in the program for academic credit through UC 280 or they can be paid for their research if they qualify for work-study funds. Students participating for academic credit only (not work-study) receive one credit for every three hours of work per week. Most students register for three credits which is a nine hour commitment per week. Students participating in the program are also required to attend bi-monthly research peer seminars, meet monthly with a peer advisor, read research-related articles (e.g., research ethics, research in specific disciplines, research methods) and keep a research journal.

All first- and second-year undergraduates within the University of Michigan are eligible to apply to UROP. Applications for first-year students will be sent out in May and accepted throughout the summer. Students are encouraged, however, to apply early. Online applications can be found on the UROP website and information will be mailed to students in February prior to the sophomore year. Selection is done on a rolling basis and determined by a student’s level of interest in research, academic background, area of research interest, and availability of positions.
Instructional Support

**Center for Engaged Academic Learning (CEAL)**
Weiser Hall, Suite 230
734.615.1624
lsa.umich.edu/ceal
ceal-info@umich.edu
Denise Galarza Sepúlveda, Director

CEAL supports and helps generate academically grounded community-based learning opportunities. The center enhances and supports engaged learning pedagogies and programs, facilitates coordination of existing partnerships, and promotes new synergies around engaged learning. CEAL provides resources for faculty seeking

- Curricular development
- Course design consultation
- Student trainings and workshops on critical community engagement
- Internship opportunities
- Grant writing consultation
- Program assessment and evaluation
- Community-centered research

**Center for Research on Learning and Teaching (CRLT)**
1071 Palmer Commons Building
734.764.0505
crlt.umich.edu
crlt@umich.edu
Matthew Kaplan, Executive Director

CRLT partners with LSA faculty, graduate student instructors (GSIs), and administrators to promote excellent teaching and inclusive learning environments. Early career teaching academies and orientations are followed by many opportunities for further professional development.

- **Consultations** with CRLT staff may be requested at any time on a broad range of topics: midterm student feedback, course planning, instructional strategies, responding to classroom challenges, teaching with technology, testing and grading, student evaluations, teaching philosophies and statements.
- CRLT’s website offers a rich array of resources on teaching and learning, including preparing to teach and training GSIs. Their website also includes a *compendium of links and research on classroom inclusion*.
- **Seminars** provide a forum for exploring topics in teaching with colleagues from across campus. All seminars are interactive, solidly grounded in the research on teaching and learning, and designed to offer practical suggestions that participants can incorporate into their classrooms.
- **Grants** provide funding for individuals and collaborative groups to improve teaching and learning, as well as to study aspects of student learning in their courses or programs.
- **Customized services** for departments include assistance with curriculum evaluation and revision, as well as the design and presentation of workshops and retreats that address specific teaching and learning needs.

**The Office of Academic Innovation**
913 S University and 500 E Washington St.
734.764.2010
ai.umich.edu

The Office of Academic Innovation partners with faculty to foster a culture of innovation in teaching and learning. The office’s vision for the future of U-M includes an open model for pre-college learning; a personalized and inclusive model that is grounded in learning analytics for residential education; a flexible and networked model for global and lifelong learning; and a participatory and inclusive model for public engagement. Some of the office’s initiatives include **Massive Online Open Courses, Digital Tools, and Teach-Outs**. The office welcomes faculty to collaborate in several ways such as learning innovation and design, digital media and production, digital tools and technologies, research and learning analytics, and communities of practice and workshops. Contact the Office of Academic Innovation if
you have an idea to share, would like to get involved in an initiative, would like to use one or more of the office’s tools or content in your course(s), have a learning analytics research question(s), or if you are seeking consultation.

**LSA Instructional Support Services (ISS)**

ISS Information, Help Desk, and Loan  
ISS Media Center and Loan  
G340 Mason Hall  
734.615.0100  
734.663.1104

[lsa.umich.edu/iss](http://lsa.umich.edu/iss)  
iss-help@umich.edu  
Monika R. Dressler, Director

For classroom reservations, training opportunities, and equipment support, please email lsa-iss-reservations@umich.edu.

The mission of LSA Instructional Support Services is to create the best teaching and learning experience for LSA faculty and students in the College of Literature, Science, and the Arts. LSA Instructional Support Services strives to provide excellent learning environments and to facilitate exceptional instructional opportunities both in and out of the classroom.

ISS provides training, assistance, IT and AV equipment, and support for classes and events held in LSA’s 200+ classrooms. ISS staff also provides support for special events for the University of Michigan community.

The ISS Learning Technologies and Consulting (LTC) group provides consultation and development support for LSA faculty on a broad range of technology and pedagogical issues. They work with faculty to enhance student learning through the use of instructional technology.

LSA ISS maintains the ISS Media Center, a wonderful student support center on the second floor of the Modern Languages Building open to faculty and students enrolled in LSA courses. There are computer classrooms, study areas, collaboration rooms, production and post-production facilities. LSA Instructional Support Services also has two equipment loan centers on the U-M Central Campus. Faculty and U-M students enrolled in LSA courses may check out a wide variety of AV equipment for classroom use and for short term loans. Instructional Support Services’ check out centers also provide professional video and audio equipment available for check out to LSA students, faculty, and staff.

**Office of the Registrar**

**Evaluations**  
[ro.umich.edu/evals/](http://ro.umich.edu/evals/)  
ro.evaluations@umich.edu

Online Teaching Evaluations enable students to provide anonymous feedback on their classes and instructors. Teaching Evaluation Reports can become an integral part of your teaching portfolio and are sometimes useful to various units on campus when making promotion and award decisions.

Evaluation coordinators order Teaching Evaluations every term for their departments’ classes and instructors. Some departments allow instructors to customize their evaluation forms by adding questions. These additions are made from the Faculty Center in Wolverine Access. Every term, during the evaluation period, views of your evaluation forms and student response rates are available in Canvas.

Visit the Faculty Center online help pages for more details.

**Examinations**  
[ro.umich.edu/evals/scoring-exams-surveys.php](http://ro.umich.edu/evals/scoring-exams-surveys.php)  
ro.examinations@umich.edu

Office of the Registrar – Examinations provides exam-scoring services for departments across campus using University of Michigan Scantron forms. This office provides score processing, examination analysis services, and supplies blank Scantron (answer sheet) forms.

**Curriculum Maintainers Resource**  
[ro.umich.edu/curriculum_maintainer_resources.php](http://ro.umich.edu/curriculum_maintainer_resources.php)

The Curriculum Office within the Office of the Registrar is responsible for the maintenance of course information as well as the scheduling of centrally scheduled classrooms for classes and other events. Key curriculum dates, forms, centralized classroom scheduling, and final exam scheduling information is available on the curriculum resource page.
University Library

www.lib.umich.edu

The University Library offers numerous services to support faculty and staff research and teaching efforts. The library also hosts the Faculty Exploratory which is a program as well as a facility to enhance lecturing, research, and publishing skills.

The ScholarSpace offers hands-on workshops, online guides, and one-on-one appointments.

The U-M Library is committed to providing equal access to information and services to all students, faculty and staff members. The library aims to provide digital resources that meet accessibility standards and services that align with best practices. If you have a concern about disability access or accessibility, please contact lib.accessibility@umich.edu. The library offers additional resources to patrons with disabilities who have established eligibility with the Office of Services for Students with Disabilities.
Campus Resources for Consultation and Referral

Conflict Resolution

Office of Institutional Equity (OIE)
University Human Resources/Office of the Provost
2072 Administrative Services Building
734.763.0235
hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity
institutional.equity@umich.edu

The Office for Institutional Equity (OIE), which reports through University Human Resources (UHR) and the Office of the Provost, provides the delivery of programming and services for faculty, staff, students, and management to support diversity, inclusiveness, equal access, equitable treatment, and cultural understanding and competency. The office investigates concerns that the university’s discrimination and discriminatory harassment policies may have been violated. OIE also provides training and consultation on achieving and supporting diversity, equity and inclusion in the workplace, on Americans with Disabilities Act issues, and on preventing and resolving discrimination and discriminatory harassment. The office also provides support to a number of constituency groups.

Office of the Ombuds
6015 Fleming Administration Building
734.763.3545
ombuds.umich.edu
umstudentombuds@umich.edu

The Office of the Ombuds is a place where student questions, complaints and concerns about the functioning of the university can be discussed confidentially in a safe environment. The office offers informal dispute resolution services, provides resources and referrals, and helps students consider options available to them. The office operates independently as a supplement to existing administrative and formal dispute resolution processes and has no formal decision-making authority. The office is not an advocate for either side in a dispute. Instead, the Office of the Ombuds is an impartial advocate for fair and consistent treatment.

Office of Student Conflict Resolution (OSCR)
100 Student Activities Building
734.936.6308
oscr.umich.edu
oscr@umich.edu

Build Trust. Promote Justice. Teach Peace.
The Office of Student Conflict Resolution (OSCR) promotes a safe and scholarly community in which students navigate conflict in a peaceful, socially just, and self-reflexive manner. OSCR offers a spectrum of conflict resolution pathways that are educationally focused, student-driven, community owned, and restorative in nature, which are adaptable to meet the needs of individuals experiencing conflict.

Experiencing Conflict?
OSCR provides conflict resolution consultations and facilitates conflict resolution strategies, free of charge. OSCR staff also design and facilitate educational workshops on conflict management, conflict resolution, and listening skills to the Michigan community on an ongoing basis. Workshops can be specifically tailored to each student organization, fraternity or sorority, and residence hall community.

Michigan Values: The Statement of Student Rights and Responsibilities
The Statement of Student Rights and Responsibilities (“the Statement”) is a community-owned expression of Michigan’s values considered to be essential to promoting the best interests of the university community. The Statement outlines both the rights that students enjoy as well as responsibilities they accept as members of the community. The Statement also identifies actions considered inconsistent with Michigan’s values, and describes the community’s response when such actions occur.

Conflict Resolution Services
Any member of the Michigan community may submit a request for services. OSCR will provide information, assistance and support to all students involved in the conflict. As a restorative process, all parties involved will have a voice in how to resolve the conflict, when there is
a finding of responsibility. The spectrum of educational outcomes available in The Statement helps to safeguard the community and emphasizes reflection and learning.

**Student Legal Services**

715 North University Avenue, Suite 202
734.763.9920
studentlegalservices.umich.edu

Student Legal Services (SLS) is a full-service law office consisting of five attorneys, one paralegal, and an office manager. SLS provides legal advice and representation to currently enrolled U-M (Ann Arbor only) students, in the following areas of law: basic estate planning, consumer, criminal defense, family, and landlord/tenant. Services are at no cost to the student except for any court-related fees/charges, if applicable. SLS cannot assist students in disputes with the university or other enrolled students.

SLS also provides the following:

- Immigration referrals
- Ability for staff attorneys to speak to student groups
- Notary and true copy services

Please ask students to call to schedule an appointment to meet with an attorney because legal advice is not given over the phone.

**Financial/Registration**

**Emergency Funds for Students**

provost.umich.edu/studentemergencyfunds.html

Students may experience an emergency situation or one-time, unusual, unforeseen expense while in school. The university offers several types of assistance for students in such special circumstances.

**Financial Aid**

2500 Student Activities Building
734.763.6600
finaid.umich.edu
umich.financialaidtv.com
financial.aid@umich.edu

The U-M Office of Financial Aid administers federal, state and institutional financial aid (grants, scholarships, loans, and work-study) for entering and current students at the University of Michigan, Ann Arbor.

**Financial Operations**

Questions about financial status should be directed to Financial Operations.

**LSA Current Student Scholarships**

lsa.umich.edu/scholarships

Scholarships to current undergraduates in the College of Literature, Science, and the Arts are funded by gifts to the College of LSA. These gifts include scholarship endowments, bequests, and annual donations from donors. The LSA Scholarship Office offers the following programs: LSA Returning Student Scholarship, Spring/Summer Scholarship, Study Abroad Scholarship, Internship Scholarship, and Emergency Scholarship.

**College Eligibility.** Applicants must be returning students, or transfer students (incoming freshmen are not eligible to apply) pursuing a degree program in LSA. Applicants must be enrolled full time for the term(s) they are applying (12 credit hours for fall/winter and six credit hours for spring/summer).

**Monetary Award.** Awards are determined based on the student’s scholarship application and information in the student’s financial aid package from the University of Michigan’s Office of Financial Aid (OFA). Please note that these scholarships are separate from OFA awards and are administered by the LSA Scholarship Office. Monetary awards can range from $500 to $15,000 depending on the level of the student’s financial need, residency and/or specific donor intent. An award in one year does not guarantee continuation or a similar award in subsequent years.

**To be considered.** Visit the LSA Scholarships website for more details about each LSA Scholarship program and their deadlines.
Registrar
Student Services, 2200 SAB, 734.647.3507
Records and Enrollment, 734.764.6280
Student Residency Status, 734.764.1400
Transcripts, Certification, and Diploma, 734.763.9066
ro.umich.edu

Jobs, Internships and Opportunities

Center for Global and Intercultural Study (CGIS)
Weiser Hall, Suite 200
734.764.4311
lsa.umich.edu/cgis
cgis@umich.edu
The Center for Global and Intercultural Study (CGIS) provides a wide variety of global engagement and learning opportunities to the University of Michigan community. CGIS serves students with diverse academic interests with over 120 programs in 45 countries around the world, allowing students to pursue an international experience while earning U-M credits.
CGIS also offers administrative and academic support to departments and units across campus hoping to launch their own individualized programs.

LSA Opportunity Hub
2113 LSA Building
734.763.4674
lsa.umich.edu/opportunityhub
lsa-opphub@umich.edu
The LSA Opportunity Hub is an initiative that aims to enhance students' preparation for their careers by building on and complementing current engaged learning opportunities like internships, research, and innovative cultural and entrepreneurial programs. By pairing the broad and valuable skill set of a liberal arts education with real-life experience, strategic advising, and connections between students and employers/alumni, the Hub gives students an even greater advantage to enter the workforce and thrive.

Student Employment Office
2500 Student Activities Building
734.763.4128
studentemployment.umich.edu
student.employment@umich.edu
The Student Employment Office is an excellent resource for students investigating temporary part-time employment opportunities. This office maintains an up-to-date listing of work-study and non-work-study positions, both on- and off-campus. Students can view the positions available on the Student Employment Office website seven days a week, 24 hours a day. To apply for a position, students should contact the person listed for that particular job.
To be employed at the university or to work for a university-approved off-campus employer, U-M Ann Arbor students must complete an online Student Employment Application on the Wolverine Access Student Business page and complete standard employment paperwork with the Shared Service Center.

The University Career Center
3200 Student Activities Building
734.764.7460
careercenter.umich.edu
careercenter@umich.edu
The University Career Center connects students from any school/college with employers, alumni/ae, and graduate school representatives. Students (first-year through PhD) developing their career plans, seeking an internships, and considering options for their first jobs should access this campus resource. Students:
• Explore career options through immersion experiences and other active learning tools
• Learn about the career competencies employers expect in new professionals
• Engage with professionals and alumni through the University Career Alumni Network (UCAN)
• Uncover internships and full-time employment opportunities via Handshake
• Learn about preparing for careers that require graduate or professional degrees (JD, MD, OT, PT etc.)

Psychological/Physical Health

Counseling and Psychological Services (CAPS)
609 Tappan St.
734.764.8312
caps.umich.edu

Counseling and Psychological Services provides multicultural, multi-theoretical, and multidisciplinary expert and caring mental health support to currently enrolled University of Michigan—Ann Arbor students at no charge. Services include time-limited individual, couples and group therapy, consultations, crisis intervention, online screenings, drop in workshops, outreach presentations, and assistance with referrals. Common reasons students seek CAPS services include: anxiety, depression, relationship issues, academic concerns, and self-esteem/self-confidence. CAPS staff also provide consultation to family members, friends, and U-M staff or faculty members who are concerned about a student. You can follow CAPS on Facebook and Instagram (@umichCAPS), subscribe to the CAPS YouTube channel (@UMCAPS) and download the Stressbusters phone app.

Mental Health Resources
What to do when you encounter a student who may need mental health support: umich.edu/~mhealth/faculty.html

Sexual Assault Prevention and Awareness Center (SAPAC)
Cambridge House, Room 1551
West Quadrangle
734.764.7771
24-hour Crisis Line: 734.936.3333
sapac.umich.edu
sapac@umich.edu

SAPAC is the designated office at the University of Michigan to provide services around issues of sexual assault, interpersonal violence, stalking and sexual harassment. Services include: educational programs; professional training; advocacy for survivors; 24-hour crisis line and in-person outreach services; assistance in dealing with the criminal justice, medical and/or university systems; and professional consultation for individuals working with survivors in particular university contexts. SAPAC’s services are confidential and free of charge.

University Health Service (UHS)
207 Fletcher Street
734.764.8320
uhs.umich.edu

UHS is a health care clinic and wellness resource, located in one building on central campus. For eligibility to use UHS, visit uhs.umich.edu/who.

Medical services are confidential, and provided by licensed, credentialed health care providers. Most medical services require an appointment, but options are available for urgent concerns. Nurse advice by phone is available day and night, which may save a trip to UHS or the ER. See How to Get Health Care at uhs.umich.edu/appt.

Wellness services include information, referrals, early intervention, support for students in recovery from alcohol and other drug problems, collaboration and consultation to support student success.

See Wolverine Wellness for details at uhs.umich.edu/wolverine-wellness.
Most currently enrolled U-M students (Ann Arbor campus) have few expenses at UHS because they are covered by the health service fee, paid as part of tuition. For example, clinic visits, radiology, most laboratory tests and advice by phone are free. Students pay for medications, immunizations and some other services.

See what’s covered and what’s not at Free or Fees for Students (uhs.umich.edu/feestudents).

Health insurance is not required to use UHS, but students should have health insurance to help pay for costs not covered by the health service fee, including any services outside UHS. Students who need health insurance can purchase the Domestic Student Health Insurance Plan at uhs.umich.edu/dship.

**Student Life**

**International Center**

1500 Student Activities Building  
734.764.9310  
internationalcenter.umich.edu  
icenter@umich.edu

The International Center provides information, programs and services, including advice about visa and immigration issues for U-M's international students, scholars, faculty, and staff as well as for departments and administrators. The International Center offers educational and social activities throughout the year and hosts a number of cultural events for American and international students.

The center also provides information, advice, and referrals for those in the university community who are participating in or considering an international educational experience. Members of the U-M community may obtain information on study, work, volunteer, and travel abroad, including information on the Peace Corps, through individual advising informational programs, and reference materials.

**Office of Multi-Ethnic Student Affairs**

Trotter on Washtenaw, 1443 Washtenaw Ave.  
734.763.9044  
mesa.umich.edu  
mesa.uofm@umich.edu

The Office of Multi-Ethnic Student Affairs (MESA) is a space for all students to explore how race and ethnicity impact their lives and communities. MESA's mission is to engage the campus community and transform the student experience to build inclusive spaces and equitable opportunities for all, specifically through the lens of race and ethnicity.

Our signature programs include celebrating Heritage Months, community-focused peer mentorship programs, and opportunities for students to explore how social justice issues are relevant to their lives, leadership and all future endeavors. Anyone can get involved by stopping in the MESA office, joining the MESA mailing list, or by sending an email to mesa.uofm@umich.edu.

**Spectrum Center**

Trotter on Washtenaw, 1443 Washtenaw Ave.  
734.763.4186  
spectrumcenter.umich.edu  
spectrumcenter@umich.edu

With sexual orientation, gender identity and gender expression as their framework, the Spectrum Center is committed to enriching the campus experience and developing students as individuals and as members of communities. Their work is accomplished through student-centered education, outreach, advocacy, and support.
Student-Athletes/Athletics

Academic Success Program

Ross Academic Center
1110 South State Street
734.647.3709
mgoblue.com/index.aspx?path=asp

The Academic Success Program (ASP) provides personnel and services to support, direct, and promote student development, academic achievement, academic athletics eligibility, and progress toward graduation. These services are dedicated to facilitate student performance and personal responsibility. The services and procedures of the program are to be congruent with the institution’s educational mission and its academic policies.

The Stephen M. Ross Academic Center provides academic study space for more than 800 U-M student-athletes: individual and group study areas, computer labs, meeting rooms for tutorial work, a large meeting room and assembly areas for group projects, as well as offices for instructional support staff.

Academic Support Services

The University of Michigan works hard to provide rich educational development and experience. Having strong educational support will enhance the overall probability of academic success and graduation among student-athletes. Athletes are provided support through:

Academic Advising
The athletic department employs nine professional, full-time counselors who are here to help student-athletes through the educational process.

Supervised Study Table Program
Designed to provide student-athletes with a structured learning environment to supplement and enhance the student-athlete’s study and class preparation.

Tutorial Program
Provides student-athletes an opportunity to supplement their classroom knowledge with one-on-one tutorial assistance, free of charge. All current student-athletes are eligible to utilize tutoring services.

Sweetland Center for Writing
Located in room 0230 of the Ross Academic Center, it is available to student-athletes in support of academic work. Printing also is available in Sweetland.

Karen and Steve Sanger Math Lab
Located in room 2100 of the Ross Academic Center, it is available to student-athletes in support of academic work.

Engineering Computer Lab
Located in room 0106 of the Ross Academic Center, it is available to student-athletes in support of academic work.
Michigan App

The official campus mobile app, the Michigan App, features an entirely new interface, with simplified navigation and feature enhancements to help you find places, dining, transportation, news, events, and more. Download the App from the Michigan Mobile App Center: http://mobileapps.umich.edu/michigan-app

Navigate Campus:
- Find nearby bus stops, arrival estimates, and route maps
- Find parking lot locations, features, and enforcement hours
- Find after-hours transit options

Plan Your Day:
- View key academic dates
- View personalized class schedule
- Check dining hall hours and menus, set favorites and food preferences
- Find rec sports buildings, hours, and view occupancy info

Stay Connected:
- In-app announcements and reminders
- View featured events, add them to calendar, and find them on map
- View campus news and social media
- Search for people (faculty, students, staff) and buildings on campus
Student Academic Affairs Administrative Staff

For your personal convenience, a listing of desk telephone numbers and e-mail addresses for each director and associate director, coordinator, and other essential contacts in Student Academic Affairs is provided below. If the Newnan LSA Academic Advising Center main line (734.764.0332) is busy, please feel free to contact staff members through their desk telephone numbers. Please keep in mind that these numbers are for the benefit of our faculty and staff colleagues and are not to be shared with students. We hope that providing these telephone numbers will increase your ability to contact us when you are seeking assistance.

Office of the Assistant Dean
RaShonda Flint (rrflint), Assistant Dean for Undergraduate Education and Student Academic Affairs 764.7297
Christine O’Neil (onechris), Deputy Assistant Dean, Student Academic Affairs 764.7297
Debbie Walls (dwalls), Executive Secretary 764.7297
Laura Gerker (lnimb), Office Manager 936.1608

Advising Information and Communications
Philip J. Gorman (pjgorman), Director 936.3216
Tara Liss-Mariño (tlmarino), Associate Director 936.2985
Chris Russ (chruss), Senior Advising Information Assistant 936.2983

Academic Standards Board and Academic Opportunities
Cathleen Conway-Perrin (cconway), Director 647.9627
Toni Morales (weena), Associate Director 936.3206
Jeff Harrold (jharrold), Coordinator, Special Opportunities and Academic Standards Board 936.3225
Carolyn McCullum (cmpurple), Student Administrative Associate to the Academic Standards Board 936.1552

Newnan LSA Academic Advising Center
Timothy M. Dodd (timdodd), Director 647.9289
David M. Brawn (dbrawn), Associate Director, Continuing Student Services 936.3204
Carmela Brown (carmelab), Associate Director, New Student Services and Orientation Advising 936.3220
Susan Gass (sgass), Associate Director, Advising Center Operations, Professional Development, and Training 936.3211
Robert Gordon (rwgordon), Coordinator, First-Year Student Programming and Orientation 936.3207
Clara Kawanishi (kawanish), Coordinator, International Student Affairs 763.5607
Trevor Kilgore (tkilgore), Coordinator, Departmental Advising 936.8234
Erin Trame (etrame), Coordinator, Transfer Student Programs 936.3217
Tim Webb (webbt), Coordinator, External Liaisons and Cross-Campus Programming 936.8341

Academic Auditors
Cindy Bourland (cynthb), Supervisor 763.1042

Testing Accommodation Center
Lisa Clark (jclark), Manager 936.3212
Evan Copeland (evanjam), Assistant Manager 763.1334

LSA Department Liaisons
Department Liaison Spreadsheet
# Academic Calendar, 2018-19

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<thead>
<tr>
<th>Event Type</th>
<th>Fall ’18</th>
<th>Winter ’19</th>
<th>Spring ’19</th>
<th>Summer ’19</th>
<th>Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last day to dis enroll from term without fees</strong></td>
<td>September 3, Monday</td>
<td>January 8, Tuesday</td>
<td>May 6, Monday</td>
<td>July 2, Tuesday</td>
<td>May 6, Monday</td>
</tr>
<tr>
<td>Classes begin; Disenrollment and registration fees begin to apply</td>
<td>September 4, Tuesday</td>
<td>January 9, Wednesday</td>
<td>May 7, Tuesday</td>
<td>July 3, Wednesday</td>
<td>May 7, Tuesday</td>
</tr>
<tr>
<td><strong>Last day to withdraw (100% tuition waiver less disenrollment and registration fees)</strong></td>
<td>September 24, Monday</td>
<td>January 29, Tuesday</td>
<td>May 20, Monday</td>
<td>July 16, Tuesday</td>
<td>May 27, Monday</td>
</tr>
<tr>
<td><strong>For tuition adjustment for a reduced academic load</strong></td>
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<tr>
<td><strong>For regular drop/add (no &quot;W&quot; for drop)</strong></td>
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<tr>
<td><strong>Pass/fail deadline Authorization needed to drop or add; &quot;W&quot; posted for drops</strong></td>
<td>Beginning September 25, Tuesday</td>
<td>Beginning January 30, Wednesday</td>
<td>Beginning May 21, Tuesday</td>
<td>Beginning July 17, Wednesday</td>
<td>Beginning May 28, Tuesday</td>
</tr>
<tr>
<td><strong>Deadline to finish prior incompletes</strong></td>
<td>October 1, Monday</td>
<td>February 5, Tuesday</td>
<td>September 30, Monday</td>
<td>September 30, Monday</td>
<td>September 30, Monday</td>
</tr>
<tr>
<td><strong>Last day to withdraw from all classes with a 50% tuition waiver</strong></td>
<td>October 15, Monday</td>
<td>February 19, Tuesday</td>
<td>May 27, Monday</td>
<td>July 23, Tuesday</td>
<td>June 17, Monday</td>
</tr>
<tr>
<td><strong>Begin full fees for students who withdraw</strong></td>
<td>October 16, Thursday</td>
<td>February 20, Wednesday</td>
<td>May 28, Tuesday</td>
<td>July 24, Wednesday</td>
<td>June 18, Tuesday</td>
</tr>
<tr>
<td><strong>Last day for approved late drop/add</strong></td>
<td>November 9, Friday</td>
<td>March 22, Friday</td>
<td>June 7, Thursday</td>
<td>August 2, Friday</td>
<td>July 12, Friday</td>
</tr>
<tr>
<td><strong>Classes end</strong></td>
<td>December 11, Tuesday</td>
<td>April 23, Monday</td>
<td>June 24, Monday</td>
<td>August 15, Thursday</td>
<td>August 15, Thursday</td>
</tr>
<tr>
<td><strong>Study days</strong></td>
<td>December 12, Wednesday</td>
<td>April 24, Wednesday</td>
<td>June 25-26, Wednesday</td>
<td>August 16-18, Friday-Sunday</td>
<td>August 16-18, Friday-Sunday</td>
</tr>
<tr>
<td><strong>Examination period</strong></td>
<td>December 13-14, Thursday-Friday</td>
<td>April 25-26, Thursday-Friday</td>
<td>June 27-28, Thursday-Friday</td>
<td>August 19-20, Monday-Tuesday</td>
<td>August 19-20, Monday-Tuesday</td>
</tr>
<tr>
<td><strong>No Classes</strong></td>
<td>Labor Day Holiday: September 3, Monday</td>
<td>Martin Luther King, Jr. Birthday</td>
<td>Memorial Day Holiday: May 27, Monday</td>
<td>Independence Day Holiday: July 4, Monday</td>
<td>Memorial Day Holiday: May 27, Monday</td>
</tr>
<tr>
<td><strong>Recess</strong></td>
<td>Fall Study Break: October 15-16, Monday-Tuesday</td>
<td>Thanksgiving Recess: November 21, 5:00 p.m., Wednesday through November 26, 8:00 a.m., Monday</td>
<td>Mid-Winter Recess: March 2 (12:00 noon), Saturday through March 11 (8:00 a.m.), Monday</td>
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<tr>
<td><strong>Tuition Payments (by 5:00 p.m.)</strong></td>
<td>August 31, Friday</td>
<td>January 9, Wednesday</td>
<td>April 30, Tuesday</td>
<td>June 30, Sunday</td>
<td>April 30, Tuesday</td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
<td>December 16, Sunday</td>
<td>May 4, Saturday</td>
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<tr>
<td><strong>University Honors Convocation</strong></td>
<td>March 24, Sunday</td>
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</tbody>
</table>

*These dates are best estimates and are subject to change*