August 2020

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

Welcome back to the 2020-21 academic year! We abruptly left campus at the end of the 2019-2020 academic year due to unprecedented circumstances, and as we begin this academic year I recognize that we are still in the midst of those circumstances. Last year we navigated and worked to support our students in both new and familiar ways, and I look forward to continued conversations over the next year around our shared work with students and the new situations that arise during this time.

The 2020 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 this year to the updated list of Syllabus Statements which now include statements on Classroom Recordings and Classroom Culture of Care (public health and safety) expectations.

LSA Student Academic Affairs works regularly with faculty and other academic and co-curricular departments to facilitate a student’s path through the college. We regularly engage with students, foster their success, and uphold academic standards in support of the liberal arts and the University of Michigan community. We also strive to be a valued resource and leader in support of the academic and personal experience of undergraduate students at the University of Michigan.

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 (oad.lsa@umich.edu; 734.764.7297) with questions, or visit our website for more information. I look forward to 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
LSA Student Academic Affairs

LSA Student Academic Affairs engages students, fosters their success, and upholds academic standards in support of the liberal arts and the University of Michigan community. We strive to be a valued resource and leader in support of the academic and personal experience of undergraduate students at the University of Michigan. As such, we work regularly with faculty and other academic and co-curricular departments to facilitate a student’s path through the college.

To accomplish this responsibility, LSA Student Academic Affairs is organized in the following areas, 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 including Academic Auditing and Advising Records
- 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 instructional staff of the college by communicating and interpreting college policies that govern instructional work. 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 LSA.

The Assistant Dean oversees the Academic Judiciary process for LSA 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.

Newnan LSA Academic Advising Center

1255 Angell Hall
734.764.0332
lsa.umich.edu/advising

From orientation to graduation, advisors in the LSA Newnan Advising Center help students make the most of their time at Michigan. Through conversations that focus on each student’s unique needs and interests, Newnan advisors support students as they find their academic home and discover amazing opportunities.

Academic Standards and Academic Opportunities

1255 Angell Hall
734.936.1552
academic.standards@umich.edu

The Office of Academic Standards and Academic Opportunities provides guidance and support to LSA undergraduates in the pursuit of their degrees. 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 guide both students who encounter or anticipate academic difficulty and students who require special programmatic assistance during the course of their college career. Academic Standards Board advisors also 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.

- Major functions of the Office of Academic Standards and Academic Opportunities include:
- Interpretation of academic policies, established by the faculty of the college, that govern LSA students. Academic Standards Board advisors help students interpret academic policies as they apply to them individually as well as act as consultants to faculty and staff on matters of college policy.
- Review of petitions from LSA students for exceptions to the college’s rules and regulations.
- Coordination of the Bachelor in General Studies degree program.
- Management of the grade review process which includes making judgments of probation, suspension, dismissal, and reinstatement.

LSA Advising Information and Communications

1255 Angell Hall
734.764.4881

LSA Advising Information and Communications is responsible for exploration and development of new technologies to enhance communication with students and collaboration among advisors. This area is also responsible for producing and maintaining many of the college's print and online student academic publications, most especially the LSA Course Guide.

This office manages the advising records of 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 and all LSA academic departments and programs. 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 degree conferral eligibility, and assist students in making informed decisions to achieve graduation.

Test Center (TAC)

B119 Modern Languages Building (MLB)
734.763.1334
lsa.umich.edu/tac
lsa.testcenter@umich.edu

The LSA Test Center (TAC) serves the LSA and university community by providing reasonable testing accommodations to students with verified disabilities and by advocating to make education accessible. The LSA TAC adheres to the National College Test 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.
Advising Across the College

Academic advising 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. 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, including general advising, pre-professional advising, peer advising, and major/minor advising.

Newnan LSA Academic Advising Center

1255 Angell Hall
734.764.0332
lsa.umich.edu/advising

The Newnan LSA Academic Advising Center supports students as they make decisions about their LSA education. Through individual advising conversations, online resources, workshops and programs, Newnan advisors are dedicated to helping students develop an academic plan, set professional goals, and foster personal and intellectual growth 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- 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/minor 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.

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 along with tutoring, mentoring, personal and financial aid counseling, career planning, and assistance with preparation for graduate school. Each year, CSP 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

When undergraduate students in LSA declare a major or minor they are assigned a 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. 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.
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.

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.

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. The Office of the Assistant Dean 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, Resources for Instructors. The Center for Research on Learning and Teaching (CRLT) also has academic integrity resources. Additionally, the Office of the Assistant Dean recommends the following as best practices.

- 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, alternating 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. If an instructor 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 or staff member must do one of the following:

1. file a formal complaint of academic misconduct with the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs); or
2. resolve the student’s academic misconduct by instructor resolution and report the incident to the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs) for record keeping.

Filing a Formal Complaint with 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. This should be done as soon as possible and no later than two months after the date of occurrence. It is recommended that you inform the student that you have
filed a complaint with the Office of the Assistant Dean. Most cases are resolved within the academic term in which the incident occurs (and typically within three weeks of a report of misconduct). Once a complaint has been filed, 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. Additionally, you should not impose any penalty or require any remedial work (e.g., rewrite a plagiarized paper) until the case has been resolved by the Office of the Assistant Dean.

Formal complaints of academic misconduct should be sent to lsajudical@umich.edu with the following information:

- The student name and UMID number
- The course division (subject), course number, and section number
- A description of the nature of the incident and any other relevant information
- 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 student will receive a copy of your report and evidence prior to the meeting with the Office of the Assistant Dean. Sensitive information or commentary is recommended to be included only in email correspondence with the Office of the Assistant Dean. A separate document should be attached with details of the incident that may be readily shared with the student.

The Office of the Assistant Dean will schedule a meeting between the student and the Assistant Dean or the Assistant Dean’s designee to discuss the case. 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). The student may present any relevant material or statements on their behalf. This is an opportunity for the student to be heard and to present their side of the incident.

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.

Following this meeting, 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 an emailed resolution letter, with an electronic copy sent 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 Instructor Resolution**

An instructor who determines that a student is responsible for an act of misconduct may resolve the matter directly with the student. An instructor resolution 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 paper). 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 instructor resolution, 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 incident to the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs)

Reporting the incident to the Assistant Dean is important so that repeat offenders can be tracked. Generally, no disciplinary sanction (e.g., probation, suspension) will be imposed by the Office of the Assistant Dean. The instructor’s 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. For example, the student may feel that you have imposed an inappropriate penalty. When this occurs, the case will be fully investigated by the Office of the Assistant Dean.
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 disruptive 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 (734.763.1131). (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) 764-7257
www.lsa.umich.edu/facstaff/sea

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 Name</th>
<th>College/Office</th>
<th>Contact Information</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RaShonda Flint</td>
<td>Assistant Dean</td>
<td>LSA Student Academic Affairs</td>
<td>1213 Angell Hall, 734.764.7297, lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html, <a href="mailto:rrflint@umich.edu">rrflint@umich.edu</a></td>
</tr>
<tr>
<td>Dean of Students Office</td>
<td></td>
<td>3000 Michigan Union</td>
<td>734.764.7420, deanofstudents.umich.edu, <a href="mailto:deanofstudents@umich.edu">deanofstudents@umich.edu</a></td>
</tr>
<tr>
<td>Counseling and Psychological Services (CAPS)</td>
<td></td>
<td>3100 Michigan Union</td>
<td>734.764.8312, caps.umich.edu</td>
</tr>
<tr>
<td>Office of Student Conflict Resolution (OSCR)</td>
<td></td>
<td>100 Student Activities Building (SAB)</td>
<td>734.936.6308, oscr.umich.edu, <a href="mailto:oscr@umich.edu">oscr@umich.edu</a></td>
</tr>
<tr>
<td>University of Michigan Police Department (UMPD)</td>
<td></td>
<td>1239 Kipke Drive</td>
<td>Emergency: 911, Dispatch: 734.763.1131, Text: 377911, dpss.umich.edu/content/about/our-departments/police/public.safety@umich.edu</td>
</tr>
<tr>
<td>Student Life Office of the Ombuds</td>
<td></td>
<td>6015 Fleming Administration Building</td>
<td>734.763.3545, ombuds.umich.edu, <a href="mailto:umstudentombuds@umich.edu">umstudentombuds@umich.edu</a></td>
</tr>
<tr>
<td>Center for Research on Learning and Teaching (CRLT)</td>
<td></td>
<td>1071 Palmer Commons</td>
<td>734.764.0505, <a href="http://www.crlt.umich.edu">www.crlt.umich.edu</a>, <a href="mailto:crlt@umich.edu">crlt@umich.edu</a></td>
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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:

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30 a.m.</td>
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<tr>
<td>10:00 a.m.</td>
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<tr>
<td>11:30 a.m.</td>
</tr>
<tr>
<td>1:00 p.m.</td>
</tr>
<tr>
<td>2:30 p.m.</td>
</tr>
<tr>
<td>4:00 p.m.</td>
</tr>
</tbody>
</table>

(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:
   a) An instructor has a disability which requires the class be scheduled in the same building as their office.
   b) 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 specific policies or procedures in their syllabi. The following template syllabus statements can be used or modified as appropriate.

**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 LSA 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

**Classroom Culture of Care**

LSA is committed to delivering our mission while aiming to protect the health and safety of the community, which includes minimizing the spread of COVID-19. Our entire LSA community is responsible for protecting the collective health of all members by being mindful and respectful in carrying out the guidelines laid out in our Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity.

In our classrooms all students are expected to adhere to the required safety measures and guidelines of the State of Michigan and the University of Michigan, including sanitizing their work areas, maintaining 6 feet or more of personal distance, wearing a face covering that covers the mouth and nose in all public spaces, and not coming to class when ill or in quarantine. This course will also limit group gatherings while being thoughtful about classroom activities and exercises that require collaboration.

Any student who is not able and willing to comply with campus safety measures for this [in-person/hybrid] course should contact the course instructor or their academic advisor to discuss alternate participation or course options. Students who do not adhere to these safety measures while in a face-to-face class setting, and do not have an approved exception or accommodation, may be asked to [participate on a remote basis or - include if available option] disenroll from the class.

For additional information refer to the LSA Student Commitment to the Wolverine Culture of Care.

**Course Recordings**

**Instructor Wishing to Record Course Activity**

Course lectures may be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact [instructor/gsi email address] the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements.
Instructor Wishing to Prohibit Student Recordings:
Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use.

Additional information regarding course recordings and privacy concerns can be found on the UM ITS Recording and Privacy Concerns webpage.

Disability Statement:

The University of Michigan is committed to providing equal opportunity for participation in all classes, programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc…).

Alternate syllabus statements and more information can be found at ssd.umich.edu/article/syllabus-statement

Mental Health and Wellbeing

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressures and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers a variety of resources, many of which are listed on the Resources for Student Well-being webpage. You can also search for additional well-being resources here.

A longer syllabus statement option and additional information can be found on the Student Life Syllabus Statement for Student Well Being webpage.

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

Alternate syllabus statements and more information can be found at sapac.umich.edu/article/faculty-resources-sample-syllabus-language

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 two 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. Students registered for a course that they do not intend to keep should drop it so that the spot is available for other students, and faculty will have an accurate course 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.
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
- 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 are always responsible for the accuracy of their own schedules.

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.

LSA provides an Illness Reporting Form 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.

NOTE: During the 2020-2021 academic year, the Illness Reporting Form will offer additional reporting options in order to better support students who may be ill or quarantined for reasons related to the continued COVID-19 pandemic. A self-report of illness or quarantine related to COVID-19 will constitute an excused 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 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.

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.

It is the expectation that the LSA Faculty adhere to the university-established calendar for finals. They should avoid using the last day of classes as a de facto exam day. These sessions can lead to difficulties for students who are then not able to utilize the university study days.
Alternate Exam Times

*Note that exams cannot be scheduled on Study Days, university holidays, 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, LSA Suite 5000, 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 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>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B–</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<td>C</td>
<td>2.0</td>
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<tr>
<td>C–</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D–</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Pass/Fail
- P (passed): credit, no honor points
- F (failed): no credit, no honor points

Credit/No Credit
- CR (credit): credit, no honor points
- NC (no credit): no credit, no honor points

Satisfactory/Unsatisfactory
- S (satisfactory): credit, no honor points
- U (unsatisfactory): no credit, no honor points

Withdrawal/Drop
- W (official withdrawal): no credit, no honor points
- ED (dropped unofficially): no credit, no honor points

Incomplete/Work in Progress
- I (incomplete): no credit, no honor points
- Y* (work in progress for project approved to extend for 2 successive terms): no credit, no honor points

Official Audit (VI)
- V (Audit): no credit, no honor points

Miscellaneous Notations (NR, NG)
- NR (no report): no credit, no honor points

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. On the LSA grade grievance page, 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

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 (Office of Student Academic Affairs, 1213 Angell Hall, 734.764.7297).

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.

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

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<thead>
<tr>
<th>Afroamerican and African Studies</th>
<th>Computer Science</th>
<th>Microbiology</th>
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<tr>
<td>American Culture</td>
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<td>Astronomy and Astrophysics</td>
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<td>Biochemistry</td>
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<tr>
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<td>Mathematics</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.

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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<td>Anthropology (Anthropology)</td>
<td>Global Media Studies (Film, Television, and Media)</td>
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<td>History of Law and Policy (History)</td>
<td>Spanish Language, Literature, and Culture (Roman Languages and Literatures)</td>
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<td>Translation Studies (Comparative Literature)</td>
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<td>International Studies (Program in International and Comparative Studies)</td>
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<td>Islamic Studies (Islamic Studies Program)</td>
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<td>Bosnian/Croatian/Serbian Literature and Culture (Slavic Languages and Literatures)</td>
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<td>Judaic Studies (Frankel Center for Judaic Studies)</td>
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<td>Yiddish Studies (Frankel Center for Judaic Studies)</td>
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<td>Chemistry (Chemistry)</td>
<td>Latin Language and Literature (Classical Studies)</td>
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<td>Latina/o Studies (American Culture)</td>
<td>Art and Design (Stamps School of Art and Design)</td>
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<td>Law, Justice, and Social Change (Sociology)</td>
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<td>Native American Studies (American Culture)</td>
<td>Music (U-M School of Music, Theatre and Dance)</td>
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<td>Performing Arts Management and Entrepreneurship (Theatre and Drama, U-M School of Music, Theatre and Dance)</td>
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<td>Public Policy (Ford School of Public Policy)</td>
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<td>Geology (Earth and Environmental Sciences)</td>
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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 Atlas database, 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 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—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

English Language Institute (ELI)

734.764.2413
lsa.umich.edu/eli
eli-information@umich.edu

The English Language Institute (ELI) offers credit-bearing academic English courses and non-credit resources for international students and scholars in all U-M schools and colleges. Students who speak English as an additional language can receive one-on-one tutoring in ELI’s Graduate Language Clinics and Undergraduate Speaking and Writing Studio. ELI also offers pre- and in-service training and support for international GSIs. Our ESL/EFL teaching courses prepare students to teach English as a second language in local U.S. communities or abroad.

Language Resource Center (LRC)

734.647.0759
lsa.umich.edu/lrc
lrc.contact@umich.edu

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

734.936.0160
lsa.umich.edu/math/undergraduates/course-resources/math-lab.html

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

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)

734.764.9326
lsa.umich.edu/slc
slc@umich.edu

The Science Learning Center (SLC) is an interdisciplinary resource center that supports teaching and learning across the natural sciences. The SLC promotes the diversity, equity, and inclusion of all students in STEM through providing out-of-classroom learning opportunities such as study groups, tutoring, 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, eight meeting alcoves, a loan desk for reserve and research materials, study lounge areas, and a tutoring help room. The SLC’s circulating collections include textbooks, study guides, science journals, and other supplementary materials. The meeting alcoves provide space for students to consult with Graduate Student Instructors (GSIs) or meet with a group of peers. The SLC’s Satellite Location is located on the second floor of the Undergraduate Science Building (2165 USB) where users find a large study lounge plus three team rooms for student and faculty use. Both locations offer access to computers equipped with both general productivity and instructional software.

Services for Students with Disabilities (SSD)

734.763.3000
ssd.umich.edu
ssdoffice@umich.edu

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.

Sweetland Center for Writing

734.764.0429
lsa.umich.edu/sweetland
sweetlandinfo@umich.edu

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 offers a range of credit-bearing courses and one-to-one consultations at Writing Workshop and Peer Writing Centers for all multilingual and international undergraduate students.

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.
Testing Accommodation Center (TAC)

734.763.1334
lsa.umich.edu/tac
lsa.testcenter@umich.edu

The LSA Testing Accommodation Center serves the LSA community by providing reasonable testing accommodations to students with verified disabilities and by advocating to make education accessible. The LSA Testing Accommodation Center adheres to the National College Testing Association (NCTA) Professional Standards and Guidelines.

The TAC is one option for accommodating tests for students with documented disabilities. The TAC staff can also help instructors navigate options for setting up accommodated testing outside of the TAC. To learn more about the LSA TAC and its resources for instructors and students, please visit the TAC website.

Undergraduate Research Opportunity Program (UROP)

734.615.9000
lsa.umich.edu/urop
urop.info@umich.edu, urop.mentors@umich.edu

UROP creates research partnerships between undergraduate students and University of Michigan researchers or local community partners and organizations. Students engage in faculty-led research and creative projects representing all 19 colleges/schools/units at U-M. UROP programming and resources focus on supporting and further developing the diverse skills and perspectives that our students bring to higher education and encourages them toward a life-long appreciation for discovery, building understanding across differences, and critically examining information in the world around them. Mentoring a UROP student gives you an opportunity to shape the future of your field and make a lasting impact in the life of an undergraduate student.

- Researchers receive support from undergraduate research assistants. UROP pays student wages for those who are eligible through the work-study program and provides academic credit options.
- Supplementary funding is available for out of pocket expenses incurred by mentoring a UROP student.

Because of COVID-19 circumstances, we are encouraging mentors to think of both virtual and in-person research tasks for students. For more information visit our website or email us at urop.mentors@umich.edu
Instructional Support

Center for Research on Learning and Teaching (CRLT)

734.764.0505
crlt.umich.edu
crlt@umich.edu

CRLT partners with LSA faculty, graduate student instructors (GSIs), and administrators to promote excellent teaching and equity-focused 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: creating equitable learning environments, teaching effectively in the college’s new team-based learning classrooms, gathering and responding to midterm student feedback, planning or revising courses, responding to classroom challenges, teaching with technology, testing and grading, interpreting student evaluations, and writing a teaching statement.

- **Grants** for faculty provide funding for individuals and collaborative groups wishing to pursue instructional innovations, as well as to study aspects of student learning in their courses or programs. Instructors can also nominate their own or colleagues’ creative approaches to teaching and learning for the annual Provost’s Teaching Innovation Prize, a competition run by CRLT. [Please note that CRLT grants programs are currently suspended for the 2020-2021 academic year due to the university’s COVID-19 spending restrictions.]

- **Seminars and learning communities** 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. CRLT offers a seminar series in fall and winter, an Inclusive Teaching at Michigan series, and programs specifically designed to meet the needs of instructors who teach courses that fulfill the race and ethnicity requirement. In collaboration with the LSA Dean’s Office, CRLT runs the Large Course Initiative, a semester-long learning community for faculty who wish to use innovative approaches to engage students in courses with enrollments greater than 75.

- **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. Programs to support departmental DEI strategic planning efforts include interactive workshops, as well as performances by the CRLT Players theatre, an innovative way to examine structures, processes, and behaviors that impact educational and institutional climate.

- **CRLT’s website** offers a rich array of resources on teaching and learning, including preparing to teach and training GSIs. The website also includes a compendium of strategies and research to support inclusive teaching.

LSA Technology Services

734.615.0100
lsa.umich.edu/technology-services/
LSATechnologyServices@umich.edu

**Academic Technology Services**

Academic Technology Services’ professional staff strives to provide exceptional and professional support to create excellent learning environments for LSA faculty and students, and to facilitate exceptional instructional opportunities both in and out of the classroom. Their staff can help with the discovery and integration of new and existing technologies, methods, and content for courses across LSA. This area of LSA Technology Services provides a variety of services for LSA faculty, staff, and students, including: instructional design consultation; audio/visual consultation, design, and implementation; learning space design, relevant architectural construction documentation review, and master planning; review, assessment, and pilot integration of emerging new technologies; and instructional technology funding opportunities.

**Support Services**

Support Services provides immediate help and support for all technology services to faculty, students, and staff that are part of the College of Literature, Science, and the Arts. This office also provides in-depth technology assistance, classroom and event support, equipment loan, and video service for the college.

Other areas within LSA Technology Services include **Operational Effectiveness, Research Computing and Infrastructure**, and **Web and Application Development Services**. Full details about all services can be found on their website.
The Center for Academic Innovation

734.764.2010
ai.umich.edu

The Center for Academic Innovation partners with faculty and academic units to foster a culture of innovation in teaching and learning at the University of Michigan and across the higher education landscape. Through curricular innovation, tools for learning, and educational data and research, the center aims to shape the future of learning and redefine the role of the public research university by extending academic excellence, expanding public purpose, and ending educational privilege. The center welcomes faculty to collaborate in several ways such as designing online/hybrid learning experiences, adopting and/or building new digital tools and technologies, conducting educational research, experimenting with extended reality technologies, and advancing public engagement. Contact the Center for Academic Innovation if you have an idea to share, if you’d like to get involved in an initiative, to learn more about online teaching, or to engage learners around the world through Michigan Online. The Center works with faculty to create new models for global, engaged, and lifelong learning experiences for students at the University of Michigan and around the world.

Office of the Registrar

Evaluations
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
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
https://ro.umich.edu/faculty-staff/curriculum

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

lib.umich.edu

The Library offers a great collection: vast electronic resources in all disciplines, millions of books and other print resources, primary source and archival materials, and much more. This Faculty Guide to the Library introduces an array of library services and expertise—some new, some you might not be familiar with—that can support and advance your research and teaching.
Campus Resources for Consultation and Referral

Conflict Resolution

Office of Institutional Equity (OIE)

734.763.0235
https://oie.umich.edu/
institutional.equity@umich.edu

The Office for Institutional Equity provides leadership and support on matters relating to equity, diversity and respect for all members of the University of Michigan Community. OIE is a reporting resource and addresses concerns of discrimination and discriminatory harassment under the University's nondiscrimination statement. This includes discrimination and discriminatory harassment on the basis of race, color, national origin, age, marital status, disability, religion, height, weight, veteran status, and sexual and gender-based misconduct (misconduct on the basis of sex, sexual orientation, gender identity, gender expression). OIE also provides programming and services for faculty, staff, and students to support diversity, inclusion, equal access, and equitable treatment in University programs. OIE houses the Americans with Disabilities Act Coordinator and the Title IX Coordinator, and consults on various matters related to preventing and resolving discrimination and discriminatory harassment, and creating equitable learning and working environments.

Office of Student Conflict Resolution (OSCR)

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 services. OSCR staff design and facilitate educational workshops on conflict management, conflict resolution, and listening skills to the University 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

734.763.9920
studentlegalservices.umich.edu

Student Legal Services, which is supported by student fees, provides legal advice and representation to currently enrolled University students in the following areas: landlord/tenant disputes, divorce and family law, criminal defense, consumer issues, and wills. Notary and true copy services are also available.

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.

Student Life Office of the Ombuds

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.

Financial/Registration

Financial Aid

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 Services (Student Tuition and Bills)

Questions about financial status should be directed to Financial Operations.
**LSA Scholarships for Current Students**

lsa.umich.edu/scholarships
lsascholarships@umich.edu

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 Scholarships Office provides funding to current LSA students for a variety of experiences through the following scholarship programs: Returning Student Scholarship, Spring/Summer Scholarship, Study Abroad Scholarship, LSA Internship Scholarship, and Emergency Scholarship.

To be considered. Visit the LSA Scholarships website for more details about each LSA Scholarship program and their deadlines.

**Registrar**

Student Services, 2200 SAB, 647-3507
Records and Enrollment, LSA Suite 5000, 764-6280
Student Residency Status, LSA Suite 5000, 764-1400
Transcripts, Certification, and Diploma, LSA Suite 5000, 763-9066
ro.umich.edu
wolverineservices@umich.edu

**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.

**Jobs, Internships and Opportunities**

**Center for Global and Intercultural Study (CGIS)**

734.764.4311
lsa.umich.edu/cgis
cgis@umich.edu

The Center for Global & Intercultural Study (CGIS) provides LSA students with a wide variety of global engagement and learning opportunities. With 130 programs in over 45 countries, CGIS offers students with diverse academic interests an opportunity to pursue an international experience while earning in-residence LSA credits. Non- LSA students are also welcome to participate in CGIS programs, but should consult with their academic advisor first before applying to a CGIS program. The LSA Scholarship Office has worked with CGIS to ensure that LSA students who are in good academic standing can apply for the LSA Study Abroad Scholarship to help fund an international experience. In addition to the LSA Study Abroad Scholarship, there are plenty of other funding options available! CGIS also offers administrative and academic support to departments/units and faculty across campus hoping to launch their own individualized programs.

**LSA Opportunity Hub**

734.763.4574
lsa.umich.edu/opportunityhub
lsa-opphub@umich.edu

The LSA Opportunity Hub is a transformative career exploration center for undergraduate students of the liberal arts and sciences. We partner with students as they develop their aspirations and professional identities through career exploration courses and coaching, provide access to internships and funding to support those experiences, and connect them to employers and U-M’s extensive network of alums. We believe in the power of a liberal arts education and we work with departments to design opportunities for engagement so that all students can pursue purposeful work and meaningful lives.
Student Employment Office

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

734.764.7460
careercenter.umich.edu
careercenter@umich.edu

The University Career Center (UCC) works with students from all schools/colleges and leverages its relationships with employers, alumni/ae, and graduate/professional schools to support students as they make meaningful connections and career decisions. Students (first-year through PhD) developing their career plans, seeking full-time jobs/internships, and preparing for graduate/professional school should actively engage with this campus resource early in their academic preparation. Students:

- Explore career options through UCC sponsored Employer Challenges, Immersions, assessment tools (e.g. Strong Interest Inventory, Clifton Strengths), and career coaching
- Learn about employer expectations and career competencies/skills needed for new professionals
- Engage with professionals and alumni through the University Career Alumni Network (UCAN) online platform
- Uncover internships and full-time employment opportunities across all industries via Handshake
- Gain exposure to timelines and requirements for graduate and professional school programs (JD, MD, OT, PT etc.)

The UCC actively partners with identity-based units from all schools and colleges and campus student organizations.

Psychological/Physical Health

Counseling and Psychological Services (CAPS)

734.764.8312
caps.umich.edu
caps-uofm@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. Please note: many of CAPS services (including therapy) will be offered remotely during the pandemic. Services include time-limited individual 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) download the Stressbusters phone app or explore SilverCloud-an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions. It is not designed to replace in-person mental health treatment but may be an effective option for students with mild to moderate symptoms to: help manage day-to-day stresses and anxiety, improve resilience, learn skills to understand thoughts, feelings, and behaviors, and reduce symptoms of depression and anxiety.

Mental Health Resources for Instructors
What to do when you encounter a student who may need mental health support: https://caps.umich.edu/taxonomy/term/311/
Sexual Assault Prevention and Awareness Center (SAPAC)

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)

734.764.8320
uhs.umich.edu

UHS is a health care clinic and wellness resource, located in one building on central campus. In-person and telehealth (video, phone and patient portal messaging) are available. UHS provides testing and health care for COVID-19. For patient safety, appointments are required for all clinic visits. Nurse advice by phone is available day and night, which may save a trip to UHS or the ER. Services are confidential and provided by licensed, credentialed health care providers.

Most currently enrolled U-M students (Ann Arbor campus) pay nothing for most primary care and specialist visits at UHS because they pay the health service fee as part of tuition. Besides these primary care and specialist visits, students (and/or their personal health insurance) may be billed for other services. See Costs for Students for more information. Students should have health insurance to help pay for medical expenses at UHS and elsewhere. Students who need health insurance may purchase the Domestic Student Health Insurance Plan.

Wolverine Wellness services include Wellness Coaching, information, referrals, support for students in recovery from alcohol and other drug problems, collaboration and consultation to support student success. The Well-being for U-M Students website contains a comprehensive list of campus wellness resources and more.

Student Life

Student Life units, services, and programs all work closely together to maximize the student experience. Almost every area is involved in helping Michigan students to get help, get involved, and get active. Student Life provides opportunities for individuals to find their own niche on campus; connect with students within or beyond each residence hall, organization, or academic program; get involved in student organizations, leadership opportunities, and campus jobs and internships; and choose the housing, dining, and living options that work best for them.

Student-Athletes/Athletics

Academic Success Program

Ross Academic Center
734.647.3709
mgoblue.com/index.aspx?path=asp

The Academic Success Program (ASP) provides personnel and services to support, direct, and promote student-athlete 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.
**LSA Academic Calendar 2020-21**

<table>
<thead>
<tr>
<th></th>
<th>Fall '20</th>
<th>Winter '21</th>
<th>Spring '21</th>
<th>Summer '21</th>
<th>Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last day to disenroll from term without fees</strong></td>
<td>August 30, Sunday</td>
<td>January 18, Monday</td>
<td>May 3, Monday</td>
<td>June 29, Tuesday</td>
<td>May 3, Monday</td>
</tr>
<tr>
<td><strong>Classes begin; Disenrollment and registration fees begin to apply</strong></td>
<td>August 31, Monday</td>
<td>January 19, Tuesday</td>
<td>May 4, Tuesday</td>
<td>June 30, Tuesday</td>
<td>May 4, Tuesday</td>
</tr>
<tr>
<td><strong>Last day to withdraw with 100% tuition waiver; less disenrollment and registration fees. For tuition adjustment for a reduced academic load to add a course without authorization Pass/fail deadline</strong></td>
<td>September 21, Monday</td>
<td>February 8, Monday</td>
<td>May 17, Monday</td>
<td>July 13, Tuesday</td>
<td>May 24 Monday</td>
</tr>
<tr>
<td>Authorization needed to add;</td>
<td>Beginning September 22, Tuesday</td>
<td>Beginning February 9, Tuesday</td>
<td>Beginning May 18, Tuesday</td>
<td>Beginning July 14, Wednesday</td>
<td>Beginning May 25, Tuesday</td>
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<tr>
<td>Deadline to finish prior incompleted</td>
<td>September 25, Friday</td>
<td>February 15, Tuesday</td>
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<tr>
<td><strong>Last day to withdraw from all classes with a 50% tuition waiver</strong></td>
<td>October 12, Monday</td>
<td>March 1, Monday</td>
<td>May 24, Monday</td>
<td>July 20, Monday</td>
<td>June 14, Monday</td>
</tr>
<tr>
<td><strong>Begin full fees for students who withdraw</strong></td>
<td>October 13, Tuesday</td>
<td>March 2, Tuesday</td>
<td>May 25, Tuesday</td>
<td>July 21, Tuesday</td>
<td>June 15, Tuesday</td>
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<tr>
<td><strong>Last day for approved late add</strong></td>
<td>October 30, Friday</td>
<td>March 19, Friday</td>
<td>June 4, Friday</td>
<td>July 30, Friday</td>
<td>July 9, Friday</td>
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<tr>
<td>All classes move to remote</td>
<td>November 30-December 8</td>
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<tr>
<td><strong>Classes end</strong></td>
<td>December 8, Tuesday</td>
<td>April 21, Wednesday</td>
<td>June 21, Monday</td>
<td>August 17, Tuesday</td>
<td>August 17 Tuesday</td>
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<tr>
<td>Last day to withdraw or drop (no &quot;W&quot; on official transcript)</td>
<td>December 8, Wednesday</td>
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<tr>
<td><strong>Study days</strong></td>
<td>December 9, Wednesday</td>
<td>April 22, Thursday</td>
<td>June 22-23, Tuesday-Wednesday</td>
<td>August 18, Wednesday</td>
<td>August 18 Wednesday</td>
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<tr>
<td>December 12-13, Saturday-Sunday</td>
<td>April 24-25, Saturday-Sunday</td>
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<tr>
<td><strong>Examination period</strong></td>
<td>December 10-11 Thursday-Friday, December 14-18, Monday-Friday (all exams and assessments remote)</td>
<td>April 23, Friday</td>
<td>June 24-25, Thursday-Friday</td>
<td>August 19-20, Thursday-Friday</td>
<td>August 19-20, Thursday-Friday</td>
</tr>
<tr>
<td><strong>No Classes</strong></td>
<td>Labor Day Holiday: September 7, Monday</td>
<td>Martin Luther King Jr. Birthday University Symposium (no regular classes): January 18 Monday</td>
<td>Memorial Day Holiday: May 31, Monday</td>
<td>Independence Day Holiday: July 5, Monday</td>
<td>Memorial Day Holiday: May 31, Monday</td>
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<tr>
<td><strong>Recess</strong></td>
<td>Thanksgiving Recess: November 21, Saturday through November 29, Sunday</td>
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<tr>
<td><strong>Tuition Payments (by 5:00 p.m.)</strong></td>
<td>August 31, Monday</td>
<td>January 6, Wednesday</td>
<td>May 31, Sunday</td>
<td>June 30, Tuesday</td>
<td>May 31, Sunday</td>
</tr>
<tr>
<td><strong>Commencement</strong></td>
<td></td>
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<td></td>
<td>May 1, Saturday</td>
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<tr>
<td><strong>University Honors Convocation</strong></td>
<td></td>
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<td></td>
<td>March 14, Sunday</td>
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*These dates are best estimates and are subject to change*