

2021

**M** | LSA STUDENT ACADEMIC AFFAIRS  
UNIVERSITY OF MICHIGAN

HANDBOOK for  
**FACULTY** and  
**INSTRUCTIONAL**  
**STAFF**

KNOWLEDGE

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# **M** | **LSA** OFFICE OF THE ASSISTANT DEAN STUDENT ACADEMIC AFFAIRS

August 2021

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

Welcome back to the 2021-22 academic year! Last year we navigated and worked to support our students in both new and familiar ways, and I recognize that we are in many cases still navigating many unknowns related to instruction. As we return to in-person instruction this year I look forward to continued conversations around our shared work with students and how we can work together to support student success.

The 2021 Handbook for Faculty and Instructional Staff contains relevant LSA policies and procedures which are intended to support and guide the instructional process. Also included are important university and college resources which serve to complement LSA's instructional mission. For new faculty, instructors, and GSIs, this handbook is strongly recommended as essential reading before the start of fall classes. We also encourage all instructors to review the handbook, paying special attention to information regarding course attendance flexibility and the updated list of Syllabus Statements.

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](mailto: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 successful year!

Sincerely,



RaShonda Flint, Ph.D.  
Assistant Dean for Undergraduate Education and Student Academic Affairs

# LSA Student Academic Affairs

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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. The overarching objective of Student Academic Affairs, in collaboration with key partners across the college and beyond, is to be a valued resource and leader in support of the academic and personal experience of undergraduate students at the University of Michigan. Our staff shares with teaching faculty and other departments the task of facilitating a student's academic path through the College.

To accomplish this responsibility, LSA Student Academic Affairs is organized into the following areas which each have distinct responsibilities:

- [Office of the Assistant Dean](#)
- [Newnan LSA Academic Advising Center](#) including the [Academic Standards Board](#)
- [Academic Opportunities and Support](#) including [Pre-Health](#) and [Pre-Law](#) Advising
- [Academic Policy and Technology](#) including [Academic Auditing](#) and [Advising Records](#)

## Office of the Assistant Dean

1213 Angell Hall  
734.764.7297

<https://lsa.umich.edu/lsa/faculty-staff/student-academic-affairs/about-student-academic-affairs/office-of-the-assistant-dean.html>

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

The Assistant Dean oversees Academic Integrity for LSA and ensures 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 to ensure a campus environment that embraces academic integrity as the norm.

Through its work on student and College policy, academic integrity, and the broader 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](https://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 unique opportunities.

## Academic Opportunities and Support

1255 Angell Hall  
734.764.0332

<https://lsa.umich.edu/lsa/faculty-staff/student-academic-affairs/about-student-academic-affairs/academic-standards-and-academic-opportunities.html>

The Office of Academic Opportunities and Support provides guidance and support to LSA undergraduates pursuing their degrees, specializing in pre-law and pre-health conversations with all students and alumni. The office is responsible for supporting programming that increases LSA students' presence and shared knowledge among LSA students, including the execution of the Major/Minor Expo and coordination of the Bachelor of General Studies Degree.

Primary functions of the Office of Academic Opportunities and Support include:

- Promotion of various opportunities within and outside of LSA intended to increase student engagement
- Exposure to individualized academic support experiences
- Support of students exploring, applying, and retooling their experiences around an interest in health and law-related professions
- Oversight of the Bachelor of General Studies degree
- Coordination of the Major/Minor Expo

## **Academic Policy and Technology**

1255 Angell Hall

734.764.7297

<https://lsa.umich.edu/lsa/faculty-staff/student-academic-affairs/about-student-academic-affairs/advising-information-and-communications.html>

Staff on the Academic Policy and Technology team support academic advising within the Newnan LSA Academic Advising Center and across the College.

The Academic Policy and Technology office is responsible for producing and maintaining all of the College's most important print and online student academic publications, including the LSA Course Guide (every term) that includes detailed term-specific course descriptions and advanced search functions that allow students to find courses focused on particular topics or which meet specific requirements. The office also maintains the LSA Degrees and LSA Requirements section of the LSA website that contains the College's official course catalog, descriptions of all undergraduate programs offered by the College, and explanations of the College's academic policies and procedures.

The office is also responsible for exploring and developing new technologies to enhance communication with students and collaboration amongst advisors. Accordingly, the Academic Policy and Technology team focuses a great deal of attention on the future needs of advisors, upgrading and designing new systems to support not only advising but also other student records and curricular functions for the College.

# Advising Across the College

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Academic advising plays a crucial 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, encouraging 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](http://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 with an academic advisor during the orientation period before their first term of matriculation. First and second-year students often see general advisors with questions about the transition to college, course elections, college requirements, pre professional concerns, opportunities for research, internships, study abroad, and questions about choosing 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 plan their professional path after graduation. Students also can make appointments or attend group advising sessions with our pre-health and pre-law advisors. Note that each LSA department or program has a [Newnan advisor liaison](#) with whom 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](http://lsa.umich.edu/csp)

The Comprehensive Studies Program (CSP) is a premier student success program established in 1983; its mission is to continuously engage, shape, provide academic guidance for, and retain undergraduate students from diverse populations with outstanding potential for success at the University of Michigan. CSP coordinates and provides student-centered instruction, holistic advising, counseling, student development opportunities, and a supportive learning community to equip our students with academic, personal, and social tools to achieve academic success, retention, and graduation.

CSP incorporates and oversees the University's Summer Bridge Program, which assists incoming students with transitioning to the University. CSP students who are admitted into our program come from a variety of backgrounds including being the valedictorian of their graduating class, the first-generation in their families to attend college, historically underrepresented at the University, or have attended smaller high schools. CSP works with an entering class of about 450 students, many of whom remain part of the program throughout their undergraduate experience at Michigan.

## Honors Program

1330 Mason Hall  
734.764.6274  
[lsa.umich.edu/honors](http://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: registering for courses, adjusting their course schedules, submitting petitions to the Honors Academic Board, and applying to graduate or professional programs. Many 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 regularly consult with their advisors in the Honors Office and, after they are admitted to an Honors major, with their departmental Honors advisors. Students who were not in Honors in their first two years but who are admitted to an Honors major in a department, or 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](http://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 can 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 mentor their transition, growth, and identity within the department or program and the discipline. At the department or program level, advisors 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.

# Student Records Policy — FERPA Guidelines

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## Office of the Assistant Dean

1213 Angell Hall

734.764.7297

[lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html](http://lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html)

All LSA students have an academic advising file containing admissions material, test scores, unofficial copies of academic records, memoranda, correspondence, and notes which academic advisors or other student-facing staff have made about their conversations with a student. Information of a sensitive nature is generally kept in a confidential Dean's file maintained in confidence by the Office of the Assistant Dean for Undergraduate Education and Student Academic Affairs. Dean's files are also created for those students found responsible for academic misconduct or other serious violations of student conduct policies.

In accordance with the [Family Educational and Rights Privacy Act \(FERPA\)](#), access to individual student LSA advising files is restricted to university academic advisors, student-facing staff, and clerical staff with a legitimate educational interest to review the specific record. FERPA governs both the release of and access to student records in the College and University.

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;
- 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.

LSA students have the right to examine most materials in their personal academic files in accordance with [university FERPA guidelines](#). Students who wish to review their advising files may schedule an appointment with an academic advisor. Access to Dean's files may be obtained by contacting the [LSA Office of the Assistant Dean](#). Students may request duplicate copies of most information in their academic files at cost. They also may add clarifying notes and other materials to their advising files during regular business hours. Requests for deletions and additions of material from an advising file or a Dean's file should be addressed in writing to the [LSA Office of the Assistant Dean](#).

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 respective student. LSA students can use the online [Student Release of Information form](#) to authorize release of their LSA advising record and related academic information to third parties. Any questions about access to student records should be directed to the [LSA Office of the Assistant Dean](#).

### LSA FERPA Training Expectations

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. As a university, we must be compliant with FERPA requirements. As individual faculty and staff, we are required to be familiar with the law and follow best practices to protect student privacy and records.

A university [online FERPA training course](#) was created in 2020 to assist those who interact with FERPA data in doing so responsibly and in compliance with federal law.

Starting in 2021, LSA has adopted a college-wide recommendation for all faculty and staff that they successfully complete FERPA training to ensure baseline knowledge of how to protect student privacy and records. Going forward, FERPA training will become a required element of faculty and staff orientation (in addition to specific roles that have additional access to certain student information and systems), and all current LSA faculty and staff will be recommended to recertify their FERPA training annually.

Questions should be directed to [the LSA Office of the Assistant Dean for Undergraduate Education and Student Academic Affairs](#).

# Faculty Rights and Responsibilities with Regard to LSA Community Standards of Academic Integrity

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## Office of the Assistant Dean

1213 Angell Hall  
734.764.7297  
[lsajudicial@umich.edu](mailto:lsajudicial@umich.edu)  
[lsa.umich.edu/lsa/academics/academic-integrity.html](http://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 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](mailto: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 [lsajudicial@umich.edu](mailto:lsajudicial@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 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 Division of Public Safety & Security can be contacted (734.763.1131) to provide support. **(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	Dean of Students	Division of Public Safety & Security
Can serve to facilitate the appropriate response in the event that a student is disruptive.	Responsible for overall management of critical incidents and emergencies across the University.	Can provide additional support in a variety of situations
(734) 764-7297	(734) 764-7420	(734) 763-1131 or text 377911

**M | LSA**

Below are various campus and college contacts who can assist you in working with challenging classroom situations:

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

# Classroom Procedures

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## ***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:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• 8:30 a.m. – 10:00 a.m.</li> <li>• 10:00 a.m. – 11:30 a.m.</li> <li>• 11:30 a.m. – 1:00 p.m.</li> <li>• 1:00 p.m. – 2:30 p.m.</li> <li>• 2:30 p.m. – 4:00 p.m.</li> <li>• 4:00 p.m. – 5:30 p.m.</li> </ul> |
|--|

*(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 to 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](https://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, wearing a face covering that covers the mouth and nose in all classrooms, and not coming to class when ill or in quarantine. It is important to also be thoughtful about group gatherings as well as 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](#) and the OSCR Addendum to the Statement of Student Rights and Responsibilities on the [OSCR website](#).

### 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](https://ssd.umich.edu/article/syllabus-statement)*

#### **Mental Health and Wellbeing**

University 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 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.*

#### **Ssexual 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](https://sapac.umich.edu).

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

*Alternate syllabus statements and more information can be found at [sapac.umich.edu/article/faculty-resources-sample-syllabus-language](https://sapac.umich.edu/article/faculty-resources-sample-syllabus-language)*

#### **Inclusive Syllabus Language**

*LSA Inclusive Teaching also has [Inclusive Syllabus Language](#) that may be adopted and adapted for instructor use.*

### **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 Testing Accommodation Center (TAC) may be one option to provide appropriate accommodations for students with verified disabilities. Please contact SSD for Information about reserving space at the 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 2021-2022 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. Please continue to be as flexible as possible and work to accommodate students who self-report illness or quarantine related to COVID-19. A self-report of illness or quarantine related to COVID-19 will constitute an excused absence.

### ***Requiring Documentation for Missing Assignments***

We encourage instructors to be as flexible as possible and work to accommodate students absent from class due to illness. If the student's absence 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 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.

### ***Religious-Academic Conflicts***

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 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 an online application that instructors can use to identify students who are in academic difficulty, in order to make timely recommendations for corrective action. It is particularly helpful if you submit a Progress Report for students who, by the midpoint of the term, are earning low grades in your course, or whose performance you are concerned about for other reasons. You should include any comments that may be relevant to the situation but **please note that the student will receive a copy of your Progress Report submission.**

If you are teaching a large course, a Progress Report can help students get individual attention. Also, a Progress Report will be “requested” for any of your students who are affiliated with a student academic success unit on campus (e.g., the Comprehensive Studies Program and the Athletic Department’s Academic Success Program).

Midway through the term, you will receive an email solicitation to submit Progress Reports for a set of “requested” students. At the same time, you may also submit reports for any other students who are having difficulty in your class. **Progress Reports may be submitted at any time during the term, but it is always best if the report is received before the student’s academic unit’s Late Drop deadline.**

When you submit a progress report, ***a copy is automatically emailed directly to the student.*** Another copy is placed in the student's Online Advising File, and copies will also be sent to all of the student’s assigned advisors. The advisor will then contact the student to discuss the submitted concerns. If a student does not have an assigned advisor, the progress report will be sent to the advising center of the student’s academic unit.

#### **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 participation in class has been inconsistent or deficient
- a student seems to be struggling in your class and would benefit from talking to you or seeking extra help
- you are aware of a non-academic concern that may be impacting the student’s academic performance (e.g., technology, finances, etc.)

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 particular 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 particular times over the course of a term, you should name a specific exam hour in the *University Schedule of Classes* (by providing 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 cannot 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 between instructor and student. If a particular alternate exam time is needed, students must notify their instructor of conflict at least two weeks before 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 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 most students 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](mailto: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***

Please avoid leaving papers in the hallway or outside your office for pick-up in returning graded student work. Students have no privacy in such a case, and the risk is significant that the papers may be stolen or misappropriated. It is preferred 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 learn from them. Having the papers also will protect you in a case where a student files a grade grievance.

# Grading

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## Student Academic Affairs - Academic Policy and Technology

1255 Angell Hall

734.764.7297

<https://lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html>

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 last day of class for both full and half term courses; 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 *specialty approved cases only*, an instructor can report a "Y" grade at the end of the first-term course to indicate work in progress. When a final grade is reported at the end of the second term, that final grade is posted for both terms' elections. In cases where a "Y" grade is reported for a course which is not approved to extend for two successive terms, an "I" (Incomplete) is posted on the transcript and the course is subject to the regular deadline for incompletes. Students needing more time to complete this work must petition the Academic Standards Board for an official extension of the deadline (see below).

## ***Incompletes (I)***

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

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

The “I” grade should be requested by the student. You should not submit an “I” when there is no arrangement made for the student to complete the work later. You are not obligated to grant an Incomplete, even if the student's situation meets the criteria. If you do choose to submit the “I,” you are obligated to permit the student to complete work for the course either within our college deadline or an earlier deadline specifically set by you, and you are obligated to submit a final course grade.

It’s a good idea to have a written agreement with the student about what work needs to be completed and when you expect it to be done.

You are encouraged to use [the Instructor-Student Agreement for Finishing an Incomplete Course form](#).

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

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

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

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

## ***Time Extensions for Incompletes***

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

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

## Grade Designations: Summary of Transcript Notations

Letter Grade	Honor Points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
E	0.0

### 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

(The S/U symbols are used by the School of Education.)

### Withdrawal/Drop

W (official withdrawal)	no credit, no honor points
ED (dropped unofficially)	no credit, no honor points

(A notation of ED for a graded election has the same effect on the grade point average as does an E.)

### 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)

VI (Audit)	no credit, no honor points
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### Miscellaneous Notations (NR, NG)

NR (no report)	no credit, no honor points
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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 Policy and Technology at 734.764.7297.

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, and 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 to handle questions that might arise during your absence. If you keep your grades electronically, please ensure 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 contest a final course grade received in a credit-bearing course if a student believes fair and consistent grading procedures have not been followed. A final grade is only subject to review when 1) a procedural error has been discovered in the calculation or recording of a grade, or 2) a concern that the grade was not fairly given. Procedures for handling such grievances may be found [on the LSA grade grievance page](#).

Once a decision is made regarding a grade grievance, there is no further appeal within the college or university. Questions about policy or 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 earned initially 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 repeated 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 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 attending a class from which they did not officially withdraw?** The university disburses financial aid before the beginning of classes based on the number of credits 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 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 verifying that students began attending 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

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## Newnan LSA Academic Advising Center - Academic Standards Board

1255 Angell Hall  
734.936.1552  
[academic.standards@umich.edu](mailto:academic.standards@umich.edu)

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 typically occurs 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 a possibility that their term GPA will be well below 2.0. These students must 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 the 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 precisely 2.0 or slightly below 2.0, so long as members of the Academic Standards Board feel that the student is progressing 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 must 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 following 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 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; instead, 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 before the term they hope to return.

The Board carefully reviews students' academic records at the end of each semester 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. The suspension will allow students the time to confront these obstacles to 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 complete 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, 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 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 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

Afroamerican and African Studies American Culture Anthropology Arts and Ideas in the Humanities Asian Studies Astronomy and Astrophysics Astronomy, Interdisciplinary Biochemistry B.S. Biology Biology, Health, and Society Biomolecular Science Biophysics BS Biopsychology, Cognition, and Neuroscience Cellular and Molecular Biomedical Science Chemical Science Chemical Sciences, Interdisciplinary Chemistry (B.S.Chem.) Classical Archaeology Classical Civilization Classical Languages and Literatures Cognitive Science Communication and Media Comparative Literature Computer Science Creative Writing and Literature	Data Science Drama Earth and Environmental Sciences Ecology, Evolution, and Biodiversity Economics English Environment Evolutionary Anthropology Film, Television, and Media French and Francophone Studies Gender and Health General Studies German Greek (Ancient) Language and Literature insert line break Greek (Modern) Language and Culture History History of Art Informatics International Studies Italian Judaic Studies Latin American and Caribbean Studies Latin Language and Literature Latina/Latino Studies Linguistics	Mathematics Microbiology Middle East Studies Middle Eastern and North African Studies Molecular, Cellular, and Developmental Biology insert line break here Neuroscience Organizational Studies Philosophy Philosophy, Politics, and Economics Physics Physics, Interdisciplinary Plant Biology Polish Political Science Psychology Romance Languages and Literatures Russian Russian, East European, and Eurasian Studies Insert line break here Social Theory and Practice Sociology Spanish Statistics Women's and Gender Studies
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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)

<p>Afroamerican and African Studies (Afroamerican and African Studies)  American Culture (American Culture)  Anthropology (Anthropology)  Applied Statistics (Statistics)  Arab and Muslim American Studies (American Culture)  Asian Languages and Cultures (Asian Languages and Cultures)  Asian Studies (Asian Languages and Cultures)  Asian/Pacific Islander American Studies (American Culture)  Astronomy and Astrophysics (Astronomy)  Astronomy, Interdisciplinary (Astronomy)  Biochemistry (Chemistry)  Biological Anthropology (Anthropology)  Biology (Program in Biology)  Biophysics (Program in Biophysics)  Bosnian/Croatian/Serbian Literature and Culture (Slavic Languages and Literatures)  Chemical Measurement Science (Chemistry)  Chemical Physics (Chemistry)  Chemistry (Chemistry)  Classical Archaeology (Classical Studies)  Classical Civilization (Classical Studies)  Complex Systems (LSA Complex Systems)  Creative Writing (English Language and Literature)  Crime and Justice (Residential College)  Czech Language, Literature, and Culture (Slavic Languages and Literatures)  Digital Studies (LSA Digital Studies Institute)  Drama: Text-to-Performance (Residential College)  Earth Sciences (Earth and Environmental Sciences)  East European and Eurasian Studies (Slavic Languages and Literatures)  East European Studies (LSA Slavic Languages &amp; Literatures)  Ecology and Evolutionary Biology (Ecology and Evolutionary Biology)  Economics (Economics)  Energy Science and Policy (Program in the Environment)  English (English)  Environment (Program in the Environment)  Environmental Geology (Earth and Environmental Sciences)  Epistemology and Philosophy of Science (Philosophy)  Food and the Environment (Program in the Environment)  French and Francophone Studies (Romance Languages and Literatures)  Gender and Health (Women's Studies)  Gender, Race, and Nation (Women's Studies)  Geology (Earth and Environmental Sciences)</p>	<p>German Studies (Germanic Languages and Literatures)  Global History (History)  Global Media Studies (Film, Television, and Media)  Greek (Ancient) Language and Literature (Classical Studies)  Greek (Modern) Language and Culture (Classical Studies)  History (History)  History of Art (History of Art)  History of Law and Policy (History)  History of Medicine and Health (History)  History of Philosophy (Philosophy)  Intergroup Relations Education (Program on Intergroup Relations)  International Studies (Program in International and Comparative Studies)  Islamic Studies (Islamic Studies Program)  Italian (Romance Languages and Literatures)  Judaic Studies (Judaic Studies)  Latin American and Caribbean Studies (Latin American and Caribbean Studies)  Latin Language and Literature (Classical Studies)  Latina/o Studies (American Culture)  Law, Justice, and Social Change (Sociology)  Lesbian Gay Bisexual Transgender Queer Sexuality Studies (Women's and Gender Studies)  Linguistics (Linguistics)  Mathematics (Mathematics)  Medical Anthropology (Anthropology)  Medieval and Early Modern Studies (History)  Middle East Studies (Middle East Studies)  Middle Eastern and North African Studies (Center for Middle Eastern and North African Studies)  Moral and Political Philosophy (Philosophy)  Museum Studies (Museum Studies)  Native American Studies (American Culture)  Oceanography (Earth and Environmental Sciences)  Paleontology (Earth and Environmental Sciences)  Philosophy (Philosophy)  Physics (Physics)  Plant Biology (Program in Biology)  Polish Language, Literature, and Culture (Slavic Languages and Literatures)  Political Science (Political Science)  Polymer Chemistry (Chemistry)  Portuguese (Romance Languages and Literatures)  Quantitative Methods in the Social Sciences (Quantitative Methods in the Social Sciences)  Religion (History)  Russian Language, Literature, and Culture (Slavic Languages and Literatures)</p>	<p>Russian Studies (Slavic Languages and Literatures)  Scandinavian Studies (Germanic Languages and Literatures)  Science, Technology, and Society (Science, Technology, and Society Program)  Social Class and Inequality Studies (Women's and Gender Studies)  Sociology of Health and Medicine (Sociology)  Spanish Language, Literature, and Culture (Romance Languages and Literatures)  Statistics (Statistics)  Sustainability (Program in the Environment)  Translation Studies (Comparative Literature)  Ukrainian Language, Literature, and Culture (Slavic Languages and Literatures)  Urban Studies (Residential College)  Water and the Environment (Program in the Environment)  Writing (Sweetland Center for Writing)  Yiddish Studies (Frankel Center for Judaic Studies)</p> <p><b>Minors offered by other U-M schools and colleges open to LSA students</b></p> <p>Art and Design (Stamps School of Art and Design)  Business (Ross School of Business)  Climate and Space Sciences and Engineering (Climate and Space Sciences and Engineering, College of Engineering)  Community Action and Social Change (School of Social Work)  Computer Science (Electrical Engineering and Computer Science, College of Engineering)  Education for Empowerment (U-M School of Education)  Electrical Engineering (Electrical Engineering and Computer Science)  Entrepreneurship Supplemental Studies Program (Innovate Blue)  Global Theatre and Ethnic Studies (Theatre and Drama, U-M School of Music, Theatre and Dance)  Multidisciplinary Design (Multidisciplinary Design Program, College of Engineering)  Music (U-M School of Music, Theatre and Dance)  Performing Arts Management and Entrepreneurship (U-M School of Music, Theatre and Dance)  Music (U-M School of Music, Theatre and Dance)  Playwriting (U-M School of Music, Theatre and Dance)  Public Policy (Ford School of Public Policy)  Theatre Design and Production (U-M School of Music, Theatre and Dance)</p>
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# Course Election and Registration Procedures

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## 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](#), and the [Atlas](#) database, which offers 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. The specific deadline 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 add a class will need to complete the online Late Add process available through Wolverine Access.

**From the fourth week to the last day of class** (week three through the last day of class of a half-term), students who wish to drop a class will need to complete the online Late Drop 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 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 can **drop** classes for any reason up to the last day of class; 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, and 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 add a class. **Adds** after the ninth week are scrutinized closely. 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.

**After the last day of class**, students must submit a [petition](#) to drop or add a class. **Drops** after the last day of class are evaluated based on specific difficulties which must have just arisen and which the student could not have anticipated and prevented them from late dropping before the last day of class. Academic difficulty in the course alone will not justify dropping a class after the last day of class; these drops are granted only if there are extenuating circumstances beyond the student's control.

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 last day 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 for the student's request to be considered. Especially helpful is information regarding the student's attendance record, performance on graded assignments, timeliness in submitting required work, efforts to seek help outside the classroom, and so forth.

## Understanding Course Restrictions and Controls

### Prerequisites

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

There are three types of prerequisites:

- **Courses.** In order to register for the course, a student must have on their transcript the specific prerequisite course. Note that unless otherwise stated, the phrase "or equivalent" may be considered an implicit part of the prerequisite for any course. If a student has satisfactorily completed a course(s) that is evaluated by the department to be substantially equivalent to one listed as a prerequisite, election may be allowed by issuance of electronic override.
- **Group membership.** For courses are restricted to students in a particular student population, class standing, or academic community—*e.g.*, history majors, first-year students, Comprehensive Studies Program.
- **Permission of instructor or department.** These courses require all students to obtain approval from the instructor/department and request an electronic override in order to register.

### Closed Classes

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

### Waitlists

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

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

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

### ***Overrides (Electronic Permissions)***

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

# Academic Support and Research Opportunities

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## ***English Language Institute (ELI)***

734.764.2413

[lsa.umich.edu/eli](http://lsa.umich.edu/eli)

[eli-information@umich.edu](mailto:eli-information@umich.edu)

The English Language Institute (ELI) provides language and academic support to students and scholars in all U-M schools and colleges. ELI's offerings include credit-bearing academic English courses for undergraduate and graduate students, as well as non-credit workshops, intensive summer programs, and one-on-one tutoring in ELI's Graduate Language Clinics and Undergraduate Speaking and Writing Studio. The long-running Conversation Circles program provides informal language practice and cultural exchange via weekly volunteer-led group discussions. ELI also offers ESL/EFL teaching courses that 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](http://lsa.umich.edu/lrc)

[lrc.contact@umich.edu](mailto:lrc.contact@umich.edu)

The mission of the Language Resource Center (LRC) is to serve, support, and promote the study and instruction of world 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 world 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 world 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 located on the lower level 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. We manage several online resources as well: Conversation Partner Database, Language Tutor Database, Yabla Language Immersion Video, Mango Language Learning. Additional services geared specifically toward faculty include: course reserves, consultations on technology and language teaching, workshops and individual training, audio/video production, and grant funding opportunities. We are home to the Language Bank; a volunteer based, year-round, community translation service. We host an annual translation marathon, Translate-a-thon, where volunteers come together to serve the translation needs of our local communities.

## ***Math Lab***

734.936.0160

[lsa.umich.edu/math/undergraduates/course-resources/math-lab.html](http://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](http://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 and online. 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](http://lsa.umich.edu/slc)  
[slc@umich.edu](mailto: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](http://ssd.umich.edu)  
[ssdoffice@umich.edu](mailto: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](http://lsa.umich.edu/sweetland)  
[sweetlandinfo@umich.edu](mailto:sweetlandinfo@umich.edu)

The Sweetland Center for Writing exists to support domestic, international, and multilingual students' writing at all levels and in all forms and modes. All registered [undergraduate](#) and [graduate](#) students may reserve times online for one-to-one consultations with Sweetland faculty in Writing Workshop. Undergraduates may also discuss their writing with peer consultants at the [Peer Writing Centers](#) and the [Online Writing Lab \(OWL\)](#). In addition, Sweetland offers a range of credit-bearing courses, including popular 200-level digital composition courses, courses specifically designed for international and multilingual undergraduates, and a wide range of courses that fulfill the Upper-Level Writing Requirement. Students may be interested in applying to become [peer writing consultants](#) (a paid position) or to pursue a [Minor in Writing](#).

Sweetland also supports instructors teaching writing at the University of Michigan by providing [individual consultations](#) and [online teaching resources](#) on creating writing assignments and assessment rubrics, grading contracts, responding effectively to and evaluating student writing, giving constructive feedback to students, designing upper-level writing courses, and working with multilingual students. Instructors may request classroom visits by Sweetland faculty to introduce students to writing support services, or collaborate to design a course-specific in-class workshop.

## **Testing Accommodation Center (TAC)**

734.763.1334  
[ssd.umich.edu](http://ssd.umich.edu)  
[ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

The Testing Accommodation Center serves the University of Michigan community by providing reasonable testing accommodations to students with verified disabilities and by advocating to make education accessible. 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 TAC and its resources for instructors and students, please visit the [SSD Website](#).

## ***Undergraduate Research Opportunity Program (UROP)***

734.615.9000

[lsa.umich.edu/urop](https://lsa.umich.edu/urop)

[urop.info@umich.edu](mailto:urop.info@umich.edu)

[urop.mentors@umich.edu](mailto: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 Covid19 circumstances we're 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](mailto:urop.mentors@umich.edu).

# Instructional Support

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## *Center for Research on Learning and Teaching (CRLT)*

734.764.0505  
[crlt.umich.edu](http://crlt.umich.edu)  
[crlt@umich.edu](mailto:crlt@umich.edu)

CRLT partners with LSA faculty, graduate student instructors (GSIs), and academic leaders 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. Appointments can be made through the [CRLT website](#) or by emailing [crlt@umich.edu](mailto:crlt@umich.edu).
- **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 in partnership with the Provost's Office and the Library.
- **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 in May, 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 interactive theatre troupe, 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 equitable and inclusive teaching](#).

## *LSA Technology Services*

734.615.0100  
[lsa.umich.edu/technology-services](http://lsa.umich.edu/technology-services)  
[LSATechnologyServices@umich.edu](mailto:LSATechnologyServices@umich.edu)

LSA Technology Services provides integrated solutions and technology services designed to support, enhance, and achieve the LSA mission: to push boundaries and to foster the world's next generation of thinkers, creators, and contributors. With skills, expertise, and knowledge that bridges the gaps across the technological, instructional and research domains, Technology Services is your partner in finding the solutions you need to reach all your research, teaching, and learning goals.

### **Instructional Design Consultation**

Technology Services Instructional Consultants are here to help faculty enhance the student learning experience. Through the use of new teaching methods and learning technologies, our focus is to provide both course building assistance and effective pedagogical use of the LSA instructional environment. Consultants also work to support faculty while new activities or tools are deployed in practice and help instructors revise when necessary.

### **Funding Opportunities**

Technology Services staff are available to explore, plan, and support LSA faculty instructional technology projects and Digital Scholarship projects, including assistance in identifying and applying for relevant funding opportunities. Both Learning and Teaching Consultants and Digital Scholarship Consultants can assist faculty in learning about options, organizing ideas, refining the grant application, planning project implementation and creating assessment strategies. [Instructional and Instructional Technology Innovation Grants](#) to improve the undergraduate learning experience are open to all instructional staff in the College of LSA - Ann Arbor.

### Research Support

The Research Computing team provides a wide range of support for college researchers. The team works closely with faculty to understand their research technology needs and create tailored solutions. Experts assist researchers with adoption of campus research tools, including [research storage](#), [high performance computing](#), and adoption of the new [U-M Research Computing Package](#) resources.

[Research Software Programming](#) experts provide custom application design and development support to aid researchers in building robust, reliable, and secure applications that don't turn over with changes in lab staff. [ArcGIS](#) experts provide faculty geodatabase, web service, geoprocessing, and geanalytics support. [Digital Scholarship](#) experts provide web platforms, education, and consultation for the growing field for Digital Scholarship & Digital Humanities research & publication. Additionally, the team holds [Research Support Office Hours](#) 3 times per week for a wide range of research support questions & issues.

### Equipment Loan

LSA Technology Services has three equipment loan centers on the University of Michigan's Central Campus where LSA instructors, faculty, staff, and UM students enrolled in LSA courses may check out a wide variety of audio/visual equipment for short-term loan.

### Software Acquisition

The College of LSA is part of the UmichITAM consortium. All college constituents may log into ITS Software Services ITAM Sharepoint site to browse the software portfolio, learn about the program, view a list of software training events and news including workshops on campus, or discover other software resources at the university. LSA Technology Services can also assist in the identification, acquisition, and licensing of other special-use software through this relationship with UmichITAM.

LSA Technology Services offers many other academic support and technology related services you may find useful, including: Digital Scholarship Support; Research, Administrative, and Instructional Computing Support; Data Analytics Services; and General Technology Support. A comprehensive list is available on the [LSA Technology Services website](#).

## *The Center for Academic Innovation*

734.764.2010  
[ai.umich.edu](http://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/](http://ro.umich.edu/evals/)  
[ro.evaluations@umich.edu](mailto:ro.evaluations@umich.edu)

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

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

Visit the [Faculty Center online help pages](#) for more details.

### Examinations

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

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

### **Curriculum Maintainers Resource**

[ro.umich.edu/curriculum\\_maintainer\\_resources.php](http://ro.umich.edu/curriculum_maintainer_resources.php)

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

## ***University Library***

734.764.0400

[lib.umich.edu](http://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

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## Conflict Resolution

### ***Equity, Civil Rights & Title IX Office (ECRT)***

734.763.0235

[https://oie.umich.edu/  
ecrtooffice@umich.edu](https://oie.umich.edu/ecrtooffice@umich.edu)

The Equity, Civil Rights & Title IX Office (ECRT) provides leadership and support on matters relating to discrimination and discriminatory harassment for all members of the University of Michigan Community. ECRT is a reporting resource and addresses concerns which fall within the University's Policy on Sexual and Gender Based Misconduct and 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, gender, sexual orientation, gender identity, gender expression). ECRT also provides programming and services for faculty, staff, and students to support diversity, inclusion, equal access, and equitable treatment in University programs. ECRT 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](http://oscr.umich.edu)  
[oscr@umich.edu](mailto: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](http://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](http://ombuds.umich.edu)

[umstudentombuds@umich.edu](mailto: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](http://finaid.umich.edu)

[umich.financialaidtv.com](http://umich.financialaidtv.com)

[financial.aid@umich.edu](mailto: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](http://lsa.umich.edu/scholarships)

[lsascholarships@umich.edu](mailto: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.

### ***The Office of the 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](http://Ro.umich.edu)

[wolverineservices@umich.edu](mailto:wolverineservices@umich.edu)

## ***Emergency Funds for Students***

[provost.umich.edu/studentemergencyfunds.html](http://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](http://lsa.umich.edu/cgis)

[cgis@umich.edu](mailto: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 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](http://lsa.umich.edu/opportunityhub)

[lsa-opphub@umich.edu](mailto:lsa-opphub@umich.edu)

The LSA Opportunity Hub is a transformative career exploration center for undergraduate liberal arts and sciences students. We partner with students to 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](http://studentemployment.umich.edu)

[student.employment@umich.edu](mailto: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 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](http://careercenter.umich.edu)

[careercenter@umich.edu](mailto: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 in making meaningful connections and career decisions. Students (first-year through Ph.D.) 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](https://caps.umich.edu)

[caps-uofm@umich.edu](mailto: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: CAPS services (including therapy) are being offered remotely during the spring/summer, and a combination of in-person and virtual services may be offered in the fall, pending public health and safety guidelines. 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, emotional management, stress, and academic concerns. CAPS staff also provide consultation to family members, friends, and U-M staff or faculty members concerned about a student. New U-M students are encouraged to download “[Go Blue! A New Student's Guide to Surviving and Thriving at U-M: Mental Health Tips.](#)” You can follow CAPS on Instagram and TikTok (@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 focused on managing day-to-day stresses, 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/>

If you have access to an iPhone, you can also download “[CAPS Faculty Toolkit](#)” for suggestions on how to help a student and to create an environment supportive of mental health.

### ***Sexual Assault Prevention and Awareness Center (SAPAC)***

734.764.7771

[sapac.umich.edu](https://sapac.umich.edu)

[sapac@umich.edu](mailto:sapac@umich.edu)

The Sexual Assault Prevention and Awareness Center provides prevention education for students, confidential support for survivors (students, faculty, and staff), and collaborates with other offices to offer trainings, programs, and innovative community engagement strategies to collectively create a campus free from violence.

### ***University Health Service (UHS)***

734.764.8320

[uhs.umich.edu](https://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** - see [uhs.umich.edu/2019-nCoV](https://uhs.umich.edu/2019-nCoV). For patient safety, appointments are required for all clinic visits. Nurse advice by phone is available day and night, saving a trip to UHS or the ER. See [How to Get Health Care](https://uhs.umich.edu/appt) at [uhs.umich.edu/appt](https://uhs.umich.edu/appt). 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 their health insurance) may be billed for other services. See [Costs for Students](https://uhs.umich.edu/costs-students) at [uhs.umich.edu/costs-students](https://uhs.umich.edu/costs-students)

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](https://uhs.umich.edu/dship) at [uhs.umich.edu/dship](https://uhs.umich.edu/dship).

[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.

**Well-being for U-M Students:** You can find a comprehensive list of campus wellness resources and more by clicking the colorful Well-being icon on the Canvas main menu or visiting [wellbeing.studentlife.umich.edu](http://wellbeing.studentlife.umich.edu).

## **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 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  
<https://mgoblue.com/sports/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 facilitating 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, and offices for instructional support staff.

## LSA Academic Calendar 2021-2022

	Fall '21	Winter '22	Spring '22	Summer '22	Spring/Summer '22
<b>Last day to disenroll from term without fees</b>	August 29, Sunday	January 4, Tuesday	May 2, Monday	June 28, Tuesday	May 2, Monday
Classes begin; Disenrollment and registration fees begin to apply	August 30, Monday	January 5, Wednesday	May 3, Tuesday	June 29, Wednesday	May 3, Tuesday
<b>Pass/fail deadline</b> <b>Last day ...</b> <ul style="list-style-type: none"> <li>● <b>to withdraw</b> (100% tuition waiver, less disenrollment and registration fees)</li> <li>● <b>for tuition adjustment</b> for a reduced academic load</li> <li>● <b>for regular add/drop</b> (no "W" for drop)</li> </ul>	September 20, Monday	January 25, Tuesday	May 16, Monday	July 12, Tuesday	May 23, Monday
Authorization needed to add or drop; "W" posted for drops	Beginning September 21, Tuesday	Beginning January 26, Wednesday	Beginning May 17, Tuesday	Beginning July 13, Wednesday	Beginning May 24, Tuesday
Deadline to finish prior incompletes	September 27, Monday	February 1, Tuesday			
<b>*Last day to withdraw from all classes with a 50% tuition waiver</b>	October 11, Monday	February 15, Tuesday	May 23, Monday	July 19, Tuesday	June 13, Monday
*Begin full fees for students who withdraw	October 12, Tuesday	February 16, Wednesday	May 24, Tuesday	July 20, Wednesday	June 14, Tuesday
<b>Last day for approved late add</b>	October 29, Friday	March 18, Friday	June 3, Friday	July 29, Friday	July 8, Friday
Classes end <b>Last day for approved late drop and term withdrawal</b>	December 10, Friday	April 19, Tuesday	June 20, Monday	August 16, Tuesday	August 16, Tuesday
Study days	December 11-12, Saturday-Sunday	April 20, Wednesday April 23-24, Saturday-Sunday	June 21-22, Tuesday-Wednesday	August 17, Wednesday	August 17, Wednesday
Examination period	December 13-17, Monday-Friday December 20, Monday	April 21-22, Thursday-Friday April 25-28, Monday-Thursday	June 23-24, Thursday-Friday	August 18-19, Thursday-Friday	August 18-19, Thursday-Friday
No classes	<b>Labor Day Holiday</b> September 6, Monday	<b>Martin Luther King, Jr. Holiday</b> University Symposia (no regular classes) January 17, Monday	<b>Memorial Day Holiday</b> May 30, Monday	<b>Independence Day Holiday</b> July 4, Monday	<b>Memorial Day Holiday</b> May 30, Monday <b>Independence Day Holiday</b> July 4, Monday
Recess	<b>Fall Study Break</b> October 18-19, Monday-Tuesday <b>Thanksgiving Recess</b> 5:00pm November 23, Tuesday through 8:00am November 29, Monday	<b>Mid-Winter Recess</b> 12:00pm February 26, Saturday through 8:00am March 7, Monday			
*Tuition Payments (by 5:00pm)	August 31, Tuesday	January 5, Wednesday	April 30, Saturday	June 30, Thursday	April 30, Saturday
Commencement	December 19, Sunday	May 1, Sunday			
University Honors Convocation		March 20, Sunday			

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

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