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

September 2016

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

This Handbook contains relevant LSA policies and procedures which are intended to support and guide the instructional process. Also provided within the Handbook are important University and College resources which serve to complement LSA's instructional mission. For new faculty, instructors, and GSIs, it is strongly recommended as a must-read before the start of fall classes. We also urge all instructors to review the Handbook with special attention to new procedures and resources that have been recently added, such as the [New Online Late Drop/Add Process](#).

The Newnan LSA Academic Advising Center, as part of LSA Student Academic Affairs, serves as the focal point for academic advising-related matters across the College and shares with the teaching faculty the responsibility of facilitating the student's academic path through LSA. Academic advisors support the development of students as successful scholars and engaged citizens of the College. In addition to guiding and monitoring academic progress through the College's curriculum, advisors also play a key role in creating opportunities beyond the classroom so that students can participate in the activities germane to a community of scholars. As such, advisors encourage LSA undergraduates to participate in department-sponsored events and programs, conduct research, engage in experiential learning, cultivate relationships with faculty, and become involved in on- and off-campus activities and organizations.

The Office of the Assistant Dean, Student Academic Affairs and serves as a ready source of support and guidance for instructors. All instructors should feel free to contact the Assistant Dean's Office directly (764-7297) with questions, or visit our website at [www.lsa.umich.edu/facstaff/saa](http://www.lsa.umich.edu/facstaff/saa) for more information.

Good luck and best wishes for a successful year!

Sincerely,



Esrold A. Nurse, Ph.D.  
Assistant Dean for Undergraduate Education  
and Executive Director of the Newnan LSA Academic Advising Center

# LSA Student Academic Affairs

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LSA Student Academic Affairs serves students, the College, the University, and the larger society by contributing to the intellectual and personal growth of students in the liberal arts tradition. Overall, Student Academic Affairs is responsible for helping LSA undergraduates achieve the expectations and rewards of a liberal arts and science education afforded by the College. The overarching objective of Student Academic Affairs is to enhance and strengthen the undergraduate experience of students in LSA by facilitating the student's academic path through the College.

In achieving its mission, LSA Student Academic Affairs:

- Assists students in defining educational goals and designing a plan to meet these goals.
- Guides students in assuming responsibility for their education.
- Teaches students to appreciate the value of a liberal arts and science education.
- Provides accurate and accessible information to help students in making informed decisions.
- Articulates the standards of the College and assists students in meeting these standards.

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

- [Office of the Assistant Dean](#)
- [Newnan LSA Academic Advising Center](#)
- [Academic Standards and Academic Opportunities](#)
- [Academic Advising Information](#)
- [Academic Auditing](#)
- [Testing Accommodation Center](#)

## Office of the Assistant Dean

1213 Angell Hall  
(734) 764-7297

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

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

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

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

## Academic Standards and Academic Opportunities

1255 Angell Hall  
(734) 936-1552

e-mail: [academic.standards@umich.edu](mailto:academic.standards@umich.edu)

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

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

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

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

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

## LSA Academic Advising Information

1255 Angell Hall  
(734) 764-4881

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

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

The Academic Advising Information area 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) with detailed term-specific course descriptions and advanced search functions allowing students to find courses focused on particular topics or which meet particular requirements. This office also maintains the [Newnan LSA Advising Center website](#), large portions of the [LSA Students website](#), and most especially the [Academics](#) section of the LSA website. Formerly known as the online *Bulletin*, this last section 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.

Academic Advising Information also maintains the [LSA Advisor Handbook](#), an online resource used by advisors throughout the College.

**Advising Records.** This office manages the [advising records](#) of more than 25,000 current and inactive LSA students. Advising information on all U-M undergraduate students is stored in the LSA Online Undergraduate Student Advising File, which is shared and used by all other advising units in the College, including all academic departments and programs, the Comprehensive Studies Program, the Honors Program, and the Residential College. The Student Advising File is also used by all advisors in the College of Engineering and the School of Kinesiology.

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

**Academic Auditing.** The work of the Auditors' Office is to provide an accurate assessment to students of their progress toward graduation, articulate the standards of the College, verify graduation eligibility, authorize graduation of students, and assist students in making informed decisions to achieve graduation. Communication is an essential function of the Auditors' Office. During the course of the year, they are in direct communication with thousands of students, as well as with hundreds of faculty and departmental staff regarding all issues of academic requirements and College policies.

## Testing Accommodation Center

B129 Modern Languages Building (MLB)

e-mail: [lsa.testcenter@umich.edu](mailto:lsa.testcenter@umich.edu)

For more information: [lsa.umich.edu/tac](http://lsa.umich.edu/tac)

The LSA Testing Accommodations Center (TAC) serves the College by providing reasonable testing accommodations to students with verified disabilities that are enrolled in LSA courses. By creating an appropriate space for completing exams, the Testing Accommodation Center aims to make education accessible for students with verified disabilities. The TAC's mission is to serve both students and instructors through a well-defined process that ensures confidentiality and test security.

Students with verified disabilities are expected to meet with instructors at the onset of the term to make arrangements for appropriate academic accommodations. To learn more about the Center and its reservation process, please visit the TAC Web site at. Test reservation requests can be submitted online at the TAC Reservation Site:

<https://webapps.lsa.umich.edu/tac/Index.aspx>.

For more information, please contact Lisa Clark, Coordinator of the Testing Accommodation Center (TAC), or Kate Sechler, Student Administrative Assistant, at [lsa.testcenter@umich.edu](mailto:lsa.testcenter@umich.edu).

# Advising Across the College

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

## Newnan LSA Academic Advising Center

1255 Angell Hall

(734) 764-0332

e-mail: [ask.lsa.advising@umich.edu](mailto:ask.lsa.advising@umich.edu)

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

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

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

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

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

First- and second-year students most often see general advisors with questions about the transition to college, course elections, College requirements, pre-professional concerns, opportunities for research, internships and study abroad, and with queries about how to choose a major or degree program. Juniors and Seniors meet with their general and major advisors to review progress toward graduation, to ensure the accurate posting of transfer and study abroad credits, and to plan their professional path after graduation.

Note that each LSA department/program has a Newnan advisor liaison with whom instructors can consult about concerns with students enrolled in their classes (see below).

**Department/Program Liaisons.** Department/Program Liaisons establish effective, on-going communication between the Newnan LSA Academic Advising Center and LSA academic departments/programs. Liaisons are responsible for understanding the curriculum and advising concerns of their respective departments/programs and sharing this information with their colleagues in the Newnan LSA Academic Advising Center. They also serve as a valuable resource for their liaison departments/programs, providing information about general requirements, policies, and procedures that affect both faculty and students. This sharing of knowledge and perspective results in a mutually beneficial relationship between the Newnan LSA Academic Advising Center and individual departments/programs. Most importantly, however, it enhances the quality of the undergraduate academic experience.

For a list of LSA Departments/Programs and their Newnan liaisons, please go to this Google Doc: <https://goo.gl/KPJZeE>. If a liaison is not listed for your department/program, or you experience difficulty reaching your liaison, please contact Trevor Kilgore ([tkilgore](mailto:tkilgore)), the Coordinator for Department Advising.

## Comprehensive Studies Program (CSP)

1139 Angell Hall

(734) 764-9128

[www.lsa.umich.edu/csp](http://www.lsa.umich.edu/csp)

The Comprehensive Studies Program is a Michigan Learning Community that provides highly personalized advising services and enhanced courses to students who can benefit from holistic advising and instructional support during their undergraduate years. CSP advisors form an ongoing relationship and maintain communication with their students until graduation. CSP instructors offer smaller, more focused, versions of many of the gateway courses required in a variety of fields. The program also provides tutoring, career planning, and assistance with preparation for graduate school. Each year, Comprehensive Studies hosts the Summer Bridge Scholars Program for incoming first-year students. Summer Bridge is a seven-week introduction to the competitive and challenging environment of a top-tier research institution. Students are admitted to CSP through the admissions cycle, and are selected to participate as a member of the CSP Summer Bridge Scholars Program, CSP Summer admitted program, and CSP Fall admitted program. Students who are not admitted to CSP may request to affiliate with the program at any time during their undergraduate studies. Affiliated students have access to the same resources as all other CSP students.

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

## Honors Program

1330 Mason Hall

(734) 764-6274

[www.lsa.umich.edu/honors](http://www.lsa.umich.edu/honors)

LSA Honors students receive academic advising from the Honors Program. First-year students are assigned to an Honors advisor during summer orientation. They return to Honors advising for all general student services: when registering for courses, adjusting their course schedules, submitting petitions to the Honors Academic Board, and applying to graduate. Many of the general advising conversations turn on students' academic direction and goals, their understanding of the value of a liberal arts education, and graduate plans. Honors students consult regularly with their advisors in the Honors Office and, after they are admitted to an Honors plan, with their Honors department advisors as well. Students who were not in Honors in their first two years but who are admitted to an Honors major in a department are transferred to the Honors Program for all 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)

134 Tyler (East Quadrangle)

(734) 763-0032

[www.lsa.umich.edu/rc](http://www.lsa.umich.edu/rc)

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

## Departmental Advising

[lsa.umich.edu/lsa/academics/degrees-requirements/selection-of-program--declaration-and-advising.html#departmentadvising](http://lsa.umich.edu/lsa/academics/degrees-requirements/selection-of-program--declaration-and-advising.html#departmentadvising)

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

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

Through their participation in departmental advising, undergraduates can expect:

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

# Student Records

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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 members of the Academic Standards Board have made about their conversations with the student.

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

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

FERPA grants students the right:

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

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

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

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**FERPA Q&A:** [ro.umich.edu/ferpafaq.php](http://ro.umich.edu/ferpafaq.php)

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

Ersold A. Nurse, the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs), is responsible for leadership of the LSA Academic Judiciary Committee and oversight of the academic judiciary processes in the College. Dean Nurse is responsible for ensuring that a fair and judicious process exists for adjudicating cases of academic misconduct when the *LSA Community Standards of Academic Integrity* may have been violated. The Office of the Assistant Dean also works to promote and maintain a high degree of academic integrity in the College, and to that end the office maintains a website, [www.lsa.umich.edu/academicintegrity](http://www.lsa.umich.edu/academicintegrity). You should find especially useful the page of *Frequently Asked Questions by LSA Faculty Members*.

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

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

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

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

1. File a formal complaint of academic misconduct with the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs); or

2. Issue the student an admonition and a poor or failing grade on the work.

### **Referring Academic Misconduct to the Office of the Assistant Dean**

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

You should send the Office of the Assistant Dean (1213 Angell Hall) a memorandum or an email ([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 brief description of the nature of the incident
- your proposed grade penalty, if any, for either a specific course assignment(s) or the final course grade
- a copy of the syllabus, assignment instructions, and any other relevant documents

All materials relating to a complaint of academic misconduct will be kept in confidence in the Office of the Assistant Dean for Undergraduate Education (Office of Student Academic Affairs) for at least two years after graduation.

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

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

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

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

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

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

### **Resolving Academic Misconduct by Admonition**

As a member of the instructional faculty, you may choose to resolve the incident yourself. That is, an instructor who determines that a student is responsible for an act of misconduct may impose a formal admonition plus a grade reduction and/or remedial work. All faculty are strongly urged to call the Office of the Assistant Dean (764-7297) for consultation.

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

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

An admonition might be appropriate when the incident is not egregious and should merit no consequence greater than a zero on the assignment, though the student may be required to do additional remedial work (*e.g.*, rewrite a plagiarized paper). The distinction between academic evaluation (*e.g.*, reduction in grade, additional work) and disciplinary action is important. As a member of the

instructional faculty you have the authority to make academic judgments relating to your students' work, and to make decisions in the interests of furthering your students' education. Only the College, acting through its formal processes, may discipline a student (*e.g.*, probation, suspension). Reporting the admonition to the Assistant Dean is important so that repeat offenders can be tracked. Generally, no further disciplinary sanction will be imposed by the Assistant Dean's Office. The admonition report, however, will be kept on file in the Office of the Assistant Dean. If the student is ever again charged or admonished for academic misconduct, the prior admonition may lead to a more severe consequence for any future offense because the student has been warned about misconduct and specifically informed about the *LSA Community Standards of Academic Integrity*.

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

# Classroom Conduct—Disruptive Students

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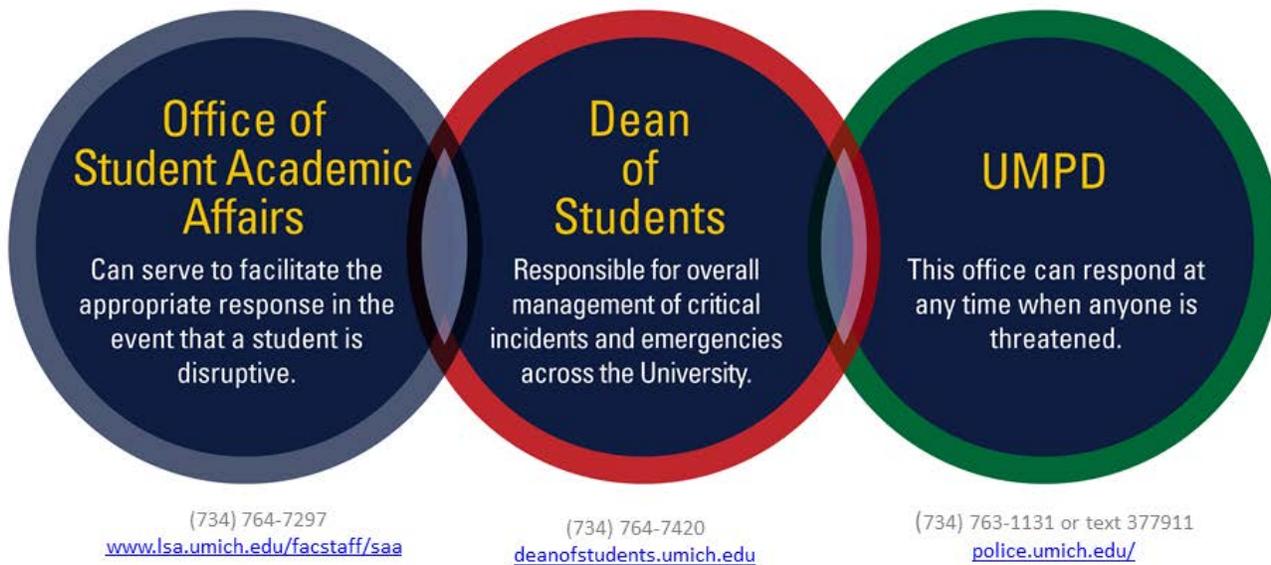
The classroom is meant to be a place where the free flow of ideas is encouraged and nurtured. It is not a forum for students to make hurtful and demeaning remarks, or otherwise disrupt the teaching of the class. From time to time, however, instructors may encounter students who act in ways that seriously 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 take disciplinary action, up to and including removal from the classroom, if students engage in destructive behavior.
- If at any point you, as an instructor, feel threatened, or there is a safety concern in your classroom, the University of Michigan Police Department (UMPD) should be called (3-1131). **(Emergency: 911)**.

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

## Who you can talk to:



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

<p><b>Esrold Nurse, Assistant Dean LSA Student Academic Affairs</b> Location: 1213 Angell Hall Phone: (734) 764-7297 Web site: <a href="http://www.lsa.umich.edu/facstaff/saa">www.lsa.umich.edu/facstaff/saa</a>  e-mail: <a href="mailto:eanurse@umich.edu">eanurse@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> Location: 3000 Michigan Union Phone: (734) 764-7420 Web site: <a href="http://deanofstudents.umich.edu">deanofstudents.umich.edu</a> e-mail: <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> Location: 3100 Michigan Union Phone: (734) 764-8312 Web site: <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> Location: 100 Student Activities Building (SAB) Phone: (734) 936-6308 Web site: <a href="http://oscr.umich.edu">oscr.umich.edu</a> e-mail: <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 Police Department (UMPD)</b> Main Office Location: 1239 Kipke Drive Emergency: 911 Dispatch: (734) 763-1131 Text: 377911 <b>Website:</b> <a href="http://dpss.umich.edu/police">http://dpss.umich.edu/police</a> e-mail: <a href="mailto:public.safety@umich.edu">public.safety@umich.edu</a></p>	<p>UMPD can respond at any time when anyone is threatened, and provide consultations on how to approach situations of concern.</p>
<p><b>Office of the Ombuds</b> Location: 6015 Fleming Administration Building Phone: (734) 763-3545 Web site: <a href="http://ombuds.umich.edu">ombuds.umich.edu</a> e-mail: <a href="mailto:umstudentombuds@umich.edu">umstudentombuds@umich.edu</a></p>	<p>The Ombuds office 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 Phone: (734) 764-0505 Web site: <a href="http://www.crlt.umich.edu">www.crlt.umich.edu</a> e-mail: <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***

Classes begin ten minutes after the hour and should be dismissed promptly on the hour, unless officially scheduled to meet for a different period. Ninety minute sessions that are scheduled on the half-hour also begin ten minutes after the scheduled time. The ten minutes between classes are considered passing time: Students and instructors enter and exit the classroom. The outgoing instructor may answer short student questions; the incoming instructor may set-up class/exam materials.

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

## ***Appropriate Class Begin/End Times***

The following class times are observed in centrally scheduled LSA, Ford School of Public Policy, and Undergraduate Science Building classrooms:

- For classes that meet for one or two hour sessions, they must be scheduled to begin and end on the hour.
- For classes with 90-minute sessions, there are specific scheduled beginning and ending times:

- 8:30 am – 10:00 am
- 10:00 am – 11:30 am
- 11:30 am – 1:00 pm
- 1:00 pm – 2:30 pm
- 2:30 pm – 4:00 pm
- 4:00 pm – 5:30 pm

*(All classes begin 10 minutes after the scheduled start 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 will be needed. It is possible to request too many characteristics and make it impossible to schedule a class.
2. **Location:** Requests for a specific location should only be made when absolutely necessary. The Curriculum Office always tries to schedule classes as geographically close to the Department or Program office as possible. The only requests that are considered "must-haves" are:
  - a. An instructor has a disability which requires the class be scheduled in the same building as his or her 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 e-mail or fax by your department's curriculum maintainer to the Curriculum Office, and should include Subject, Course, Section, Days, Times, Requested Room Size, and whether the request is for a medical disability or a back-to-back section.

## ***Class Roster***

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

## ***Stating Classroom Objectives***

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

It is particularly important for you to define in writing your expectations regarding attendance, academic integrity, class participation, the kind and quality of written work and examinations, and timeliness in meeting deadlines. Given the University's wide variety of courses, and the variety of pedagogical approaches, there is little uniformity of opinion regarding these matters, and students need to have your

expectations stated clearly. For example, various instructors may attach different levels of significance to the documentation of research sources in term papers. Additionally, some instructors feel that poor attendance or class participation inevitably means a low or failing grade, even if the student's performance on examinations is at a higher level.

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

### **Syllabus Statements**

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

#### **Student Sexual Misconduct Policy**

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, (734) 936-3333 and at [sapac.umich.edu](http://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)

You may find alternate syllabus statements and more information at [sapac.umich.edu/article/faculty-resources-sample-syllabus-language](http://sapac.umich.edu/article/faculty-resources-sample-syllabus-language)

#### **Students with Disabilities**

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

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

You may find alternate syllabus statements and more information at [ssd.umich.edu/article/syllabus-statement](http://ssd.umich.edu/article/syllabus-statement)

#### **Academic Misconduct**

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

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

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and [caps.umich.edu](http://caps.umich.edu) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

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

### **Providing Accommodations to Students with Disabilities**

The Office of Services for Students with Disabilities (SSD) provides students with documented disabilities an advocacy letter called a Verified Individualized Services and Accommodations (VISA) form that clearly delineates the accommodations that must be provided by an instructor. In order to receive these accommodations, students must present the VISA form to the instructor at the start of the academic term or at least 2 weeks before accommodations are sought. The purpose of these accommodations is not to give students with disabilities an unfair advantage, but rather to give them an opportunity to demonstrate mastery of course content. Accommodations should not alter the fundamental integrity of a course. If you have additional concerns, please contact SSD at 763-3000, web site: [ssd.umich.edu](http://ssd.umich.edu). The LSA Testing Accommodation Center (TAC) can be utilized to help provide appropriate accommodation for students with verified disabilities. Information about reserving space at the TAC can be found online at: [lsa.umich.edu/tac](http://lsa.umich.edu/tac).

### **Policy on Class Attendance**

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

- the first meeting of biology, chemistry, and physics laboratories
- the first meeting of Sweetland Center for Writing courses
- either of the first two meetings of English courses
- the first two meetings of HISTORY 496/497

- either of the first two meetings of any course offered by the Department of Romance Languages
- the first two meetings of courses in other departments

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

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

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

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



What to do if  
You're Sick

**Report My Illness website.** LSA provides a website for students to self-report an illness and it is a centralized means of initial contact with all of a student's instructors. It is important for students to realize that this self-reporting does not constitute an excused absence and that instructors may request documentation to substantiate the absence. The email message that

is generated to the student after self-reporting does point this out and indicates that it is the student's responsibility to contact their instructors directly about work missed during his/her absence.

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

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

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

### ***Students Representing the University in an Official Capacity Off-Campus***

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

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

For further information, see [Provost Martha E. Pollack's letter](#) to the University community or consult your department chair.

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

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

Please see the policy as stated on the Office of the Provost website at: [www.provost.umich.edu/calendar](http://www.provost.umich.edu/calendar)

### ***Academic Progress Reports***

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

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

Instructors can use the *Academic Progress Report* to identify students who are in academic difficulty and to make timely recommendations for corrective action. It is particularly helpful if you submit an *Academic Progress Report* for students who, by the midpoint of the term, are

earning low grades in your class, or whose performance you are concerned about for other reasons. You should include any comments that may be relevant to the situation.

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

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

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

#### **When should you submit an Academic Progress Report?**

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

Also, you might remind students directly that academic advisors are available in the Newnan LSA Academic Advising Center (1255 Angell Hall, 764-0332) to offer support, answer questions, suggest study strategies, and help them clarify their academic goals.

#### **Examinations During the Term**

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

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

#### **Final Exams**

In administering final exams, you are expected to follow the *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: [ro.umich.edu/exams](http://ro.umich.edu/exams).

#### **Alternate exam times**

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

The Faculty Code allows for the possibility that an individual student might need to take the final earlier or later than the designated time, and such is possible by mutual agreement of instructor and student. If an individual alternate exam time is needed, students must notify their instructor of conflict at least two weeks prior to the final exam period. Every reasonable effort should be made for students who ask to be accommodated.

When students have four final examinations in one day, it is reasonable for an instructor to provide an accommodation allowing them to reschedule one of their exams. If requesting an accommodation, students must first obtain a letter from the Office of the Registrar verifying that they indeed have four final exams in one day.

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

If the majority of students in a class need an alternate exam time, the department should contact the Registrar's Office to discuss arrangements. To set up an alternate final exam, please submit a *Final Exam Request Form* which can be found on the Registrar's website: [ro.umich.edu/forms/FinalExam/](http://ro.umich.edu/forms/FinalExam/). However, changing the day/time of an exam is discouraged. If you do wish to request an official change in the time for your final exam, you must contact the Registrar's Office, 1210 LSA Building, (734) 763-2113, [final.exam@umich.edu](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 at: [www.provost.umich.edu/calendar](http://www.provost.umich.edu/calendar)

***Returning Papers and Exams***

In returning graded student work, please avoid leaving papers in the hallway or outside your office for pick-up. Students have no privacy in such a case, and the risk is great that the set might be taken for some group's term paper file. It is preferable for you to return the papers in class, during your office hours, or from your department's main office.

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

# Grading

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## Academic Standards and Academic Opportunities

1255 Angell Hall

(734) 936-1552

e-mail: [academic.standards@umich.edu](mailto:academic.standards@umich.edu)

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

### **Deadline for Submitting Final Course Grades**

Grades are due 72 hours after the scheduled final exam time for the course. It is critical that instructors submit their grades on time; missing grades cause problems for graduating seniors and students needing grades posted for a variety of other reasons, including 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 web site at [ro.umich.edu/ferpafaq.php](http://ro.umich.edu/ferpafaq.php) 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 at [csprod.dsc.umich.edu/html/doc/eng/dftie/lsaa/htm/sr\\_fb\\_graderoster.htm](http://csprod.dsc.umich.edu/html/doc/eng/dftie/lsaa/htm/sr_fb_graderoster.htm)

### **Pass/Fail**

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

### **Audit**

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

In LSA, the deadline for completion of 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* obtained from the Academic Standards Board [1255 Angell Hall, (734) 936-1552]. 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 re-take 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**

<u>Letter Grade</u>	<u>Honor Points</u>	<u>Pass/Fail</u>	<u>Withdrawal/Drop</u>
A+	4.0	P (passed) credit, no honor points	W (official withdrawal) no credit, no honor points
A	4.0	F (failed) no credit, no honor points	ED (dropped unofficially) no credit, no honor points
A-	3.7		(A notation of ED for a graded election has the same effect on the grade point average as does an E.)
B+	3.3	<u>Credit/No Credit</u>	<u>Incomplete/Work in Progress</u>
B	3.0	CR (credit) credit, no honor points	I (incomplete) no credit, no honor points
B-	2.7	NC (no credit) no credit, no honor points	Y* (work in progress for project approved to extend for 2 successive terms) no credit, no honor points
C+	2.3	<u>Satisfactory/Unsatisfactory</u>	<u>Official Audit (VI)</u>
C	2.0	S (satisfactory) credit, no honor points	VI (Audit) no credit, no honor points
C-	1.7	U (unsatisfactory) no credit, no honor points	<u>Miscellaneous Notations (NR, NG)</u>
D+	1.3	(The S/U symbols are used by the School of Education.)	NR (no report) no credit, no honor points
D	1.0		
D-	0.7		
E	0.0		

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 only one poor grade.**

Unless you are sure that a change you would like to report fits under the *Faculty Code* definition of "an error," you should contact a member of the Academic Standards Board before you make any commitments. If you have any questions about acceptable procedure under the *Faculty Code*, please call the Office of Academic Standards and Academic Opportunities [(734) 936-1552].

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

**Retaining Grade Books**

The grade book showing the class grades throughout the term, as well as the final course grades given, should be retained. While you are on campus, you should keep the grade books yourself. If you leave the University, you should submit all grade books to the department

office for retention there. Even if you are only on leave, department personnel should have access to the records in order to handle questions that might arise during your absence.

### **Grade Grievance**

[lsa.umich.edu/lsa/academics/degrees-requirements/academic-policies/grade-grievance.html](http://lsa.umich.edu/lsa/academics/degrees-requirements/academic-policies/grade-grievance.html)

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

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

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

The Assistant Dean for Undergraduate Education [Office of Student Academic Affairs, 1213 Angell Hall, (734) 764-7297] has the responsibility for ensuring that your department's guidelines have been followed for grade appeals. Once appeals under your department's guidelines have been exhausted, there is no further appeal within the College or University. Questions about policy or about specific cases should be directed to the Assistant Dean for Undergraduate Education.

### **Repetition of Courses**

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

### **Recording Level of Student Participation when Entering a Failing Grade**

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

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

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

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

# Grade Review/Academic Status

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## Academic Standards and Academic Opportunities

1255 Angell Hall

(734) 936-1552

e-mail: [academic.standards@umich.edu](mailto:academic.standards@umich.edu)

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

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

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

### **Action Pending**

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

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

### **Probation**

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

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

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

The conditions for a student on *Probation* or *Probation Continued* are that all courses in the ensuing term will 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 encouraged to take advantage of College and University resources to assist them in improving their level of academic performance.

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

### **Suspension**

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

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

### **Reinstatement**

Suspended students are expected to be out of registration for at least one full fall or winter term following their suspension. Reinstatement is not automatic after that time; students must petition to be readmitted. When they feel they are ready to return, students should make an appointment with a member of the Academic Standards Board by calling (734) 764-0332. This meeting or phone appointment should take place at least eight weeks before the start of the desired return term. The purpose of this appointment is:

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

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

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

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

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

- statements from health care providers if academics were impacted by physical or mental health issues
- transcript and/or instructor statements if taking classes elsewhere
- letter from employer if working during the suspension period
- *etc.*

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

### **Dismissal**

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

## **LSA Academics and Requirements Website**

The LSA Academics and Requirements website ([lsa.umich.edu/lsa/academics/degrees-requirements.html](http://lsa.umich.edu/lsa/academics/degrees-requirements.html)) lists and describes the College's academic policies and general requirements, as well as LSA departments and programs and their faculty, major and minor program descriptions and requirements, and courses, reflecting the College curriculum approved by the LSA Curriculum Committee.

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

### **Rules for Degree Requirements**

Students are responsible for knowing and meeting degree requirements. A student may comply either with the degree requirements that are in effect during their first term of enrollment in the College or at the time of graduation. Requirements for majors are those applicable at the time the student declares the major.

*Honors students must consult the Honors Program 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 Biology Biology, General Biomolecular Science Biophysics Biopsychology, Cognition, and Neuroscience Cell and Molecular Biology Cell and Molecular Biology and Biomedical Engineering Chemical Science Chemical Sciences, Interdisciplinary Classical Archaeology Classical Civilization Classical Languages and Literatures Cognitive Science Communication Studies Comparative Literature Computer Science	Creative Writing and Literature Data Science Drama Earth and Environmental Sciences Ecology and Evolutionary Biology Economics English Environment Evolutionary Anthropology French and Francophone Studies Gender and Health German Greek (Ancient) Language and Literature Greek (Modern) Language and Culture History History of Art Individual Major Program (IMP) Informatics International Studies Italian Judaic Studies Latin Language and Literature Latin American and Caribbean Studies Latina/o or Hispanic-American Studies Linguistics	Mathematics Microbiology Middle Eastern and North African Studies Music Near Eastern Studies 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 Screen Arts and Cultures Social Theory and Practice Sociology Spanish Statistics Women's Studies
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## **Individual Major Program (IMP)**

The Individual Major Program allows focused and self-motivated students to propose their own major. In designing an individual major, students work closely with the program advisor and LSA faculty members to develop a detailed curriculum proposal and statement of intellectual purpose. Before a student may proceed with a proposed major, a committee of three tenured faculty members must formally approve the proposal.

Developing one's own major requires students to be able to clearly define and articulate their academic goals, and the proposal process is ideally initiated in the sophomore year. During freshman year, students who would like to consider an individual major are encouraged to talk with a general advisor about their ideas. For more information visit: [lsa.umich.edu/advising/understand-degree-options/imp.html](https://lsa.umich.edu/advising/understand-degree-options/imp.html)

## **Honors Plan**

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

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

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

Honors Plans are described under the relevant departmental listings in the Majors and Minors section of the LSA website ([lsa.umich.edu/lsa/academics/majors-minors.html](https://lsa.umich.edu/lsa/academics/majors-minors.html)).

# 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)                  Central Eurasian Studies (Center for Russian, East European, and Eurasian Studies)                  Chemical Measurement Science (Chemistry)                  Chemical Physics (Chemistry)                  Chemistry (Chemistry)                  Classical Archaeology (Classical Studies)                  Classical Civilization (Classical Studies)                  Complex Systems (Center for the Study of Complex Systems)                  Creative Writing (English Language and Literature)                  Crime and Justice (Residential College)                  Czech Language, Literature, and Culture (Slavic Languages and Literatures)                  Digital Studies (American Culture)                  Drama: Text-to-Performance (Residential College)                  Early Christian Studies (Near Eastern Studies and Classical Studies)                  Earth Sciences (Earth and Environmental Sciences)                  East European Studies (Center for Russian, East European, and Eurasian Studies)                  Eastern Europe, Cultures &amp; Literatures of (Slavic Languages and Literatures)                  Ecology and Evolutionary Biology (Ecology and Evolutionary Biology)                  Economics (Economics)                  Energy Science and Policy (Program in the Environment)                  Environment (Program in the Environment)                  Environmental Geology (Earth and Environmental Sciences)                  Epistemology and Philosophy of Science (Philosophy)                  European Studies, Modern (Center for European Studies)</p>	<p>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)                  General Philosophy (Philosophy)                  Geology (Earth and Environmental Sciences)                  German Studies (Germanic Languages and Literatures)                  Global History (History)                  Global Media Studies (Screen Arts and Cultures)                  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 (Frankel Center for Judaic Studies)                  Latin American and Caribbean Studies (Center for 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 (LGBTQ) and Sexuality Studies (Women's Studies)                  Linguistics (Linguistics)                  Mathematics (Mathematics)                  Medical Anthropology (Anthropology)                  Medieval and Early Modern Studies (History)                  Middle Eastern and North African Studies, Modern (Center for Middle Eastern and North African Studies)                  Mind and Meaning (Philosophy)                  Moral and Political Philosophy (Philosophy)                  Museum Studies (Museum Studies)                  Native American Studies (American Culture)                  Near Eastern Languages and Cultures (Near Eastern Studies)                  Oceanography (Earth and Environmental Sciences)                  Paleontology (Earth and Environmental Sciences)                  Peace and Social Justice (Residential College)</p>	<p>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)                  Religion (History)                  Russian Language, Literature, and Culture (Slavic Languages and Literatures)                  Russian Studies (Center for Russian, East European, and Eurasian Studies)                  Scandinavian Studies (Germanic Languages and Literatures)                  Science, Technology, and Society (Science, Technology, and Society Program)                  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 Schools and Colleges open to LSA students</b></p> <p>Art and Design (Stamps School of Art &amp; 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)                  Design and Production (Theatre and Drama, U-M School of Music, Theatre &amp; Dance)                  Electrical Engineering (Electrical Engineering and Computer Science)                  Entrepreneurship (Innovate Blue)                  Global Theatre and Ethnic Studies (Theatre and Drama, U-M School of Music, Theatre &amp; Dance)                  Multidisciplinary Design (Multidisciplinary Design Program, College of Engineering)                  Music (U-M School of Music, Theatre &amp; Dance)                  Performing Arts Management (Theatre and Drama, U-M School of Music, Theatre &amp; Dance)</p>
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## Supplemental Studies

<p>Entrepreneurship (Innovate Blue)</p>	<p>Sustainability (Graham Environmental Sustainability Institute)</p>	
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# Course Election & 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 the [CourseProfile \(ART\) system](#), which provides additional historical data on enrollment numbers and class composition for each course.

### Registration

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

### Drop/Add

Once a student has registered for classes, they may make changes to their elections. Here are the general deadlines for dropping and adding classes for LSA students. The specific dates for each term are available from the Newnan LSA Academic Advising Center (1255 Angell Hall, 764-0332) and can be found on the LSA website ([lsa.umich.edu/lsa/academics/degrees-requirements/academic-calendars.html](http://lsa.umich.edu/lsa/academics/degrees-requirements/academic-calendars.html)). 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**, students who wish to drop or add a class will need to complete the online Late Drop/Add process available through Wolverine Access. Approved late drops will be recorded on the student’s transcript with a “W” (official withdrawal), which does not carry any connotation of either passing or failing at the time of withdrawal.

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

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

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

[https://csprod.dsc.umich.edu/html/doc/eng/dftie/lsaa/htm/sr\\_fb\\_latedropaddrequest.htm](https://csprod.dsc.umich.edu/html/doc/eng/dftie/lsaa/htm/sr_fb_latedropaddrequest.htm)

**After the ninth week**, students must submit a petition ([lsa.umich.edu/advising/policies-procedures/academic-forms.html](http://lsa.umich.edu/advising/policies-procedures/academic-forms.html)) to drop or add a class. **Drops** after the ninth week are evaluated based on specific difficulties which must have just arisen and which the student could not have anticipated. Academic difficulty in the course alone will not justify the drop of a class after the ninth week; these drops are granted only if there are extenuating circumstances beyond the student’s control.

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

A committee of general academic advisors and members of the Academic Standards Board considers these petitions, but the likelihood of approval is small because the Board is mandated to follow a strict set of guidelines for adds or drops after the ninth week of classes. Students must explain their reasons for requesting the drop/add on the petition, which will provide you a context in which to discuss their standing in the class. Your comments on the late Drop/Add form are extremely valuable to the academic advisor and the Academic Standards Board, and your signature is necessary on the petition in order for the student’s request to be considered. Especially helpful is infor-

mation 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, and ask that the student's override into your course is entered with an expiration date of 48 hours. 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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## ***Academic Success Strategies***

Sponsored by the Newnan LSA Academic Advising Center, this site contains information to help students develop a personal study strategies plan.

[lsa.umich.edu/advising/stay-on-track.html](http://lsa.umich.edu/advising/stay-on-track.html)

## ***Academic Support Services***

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

[academicsupport.umich.edu/view.cfm](http://academicsupport.umich.edu/view.cfm)

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

555 S. Forest Avenue

(734) 764-2413

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

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

Angelo Pitillo, Director

The English Language Institute's primary mission is to provide language, academic, and cultural support to international graduate students, Graduate Student Instructors (GSIs), and visiting scholars at the University of Michigan. Course offerings include a range of English for Academic Purposes courses which provide international graduate students with the reading, writing, listening and speaking skills they need to succeed in their academic work and in their future professional lives. Courses are targeted to specific language needs such as dissertation writing, writing for academic publication, and speaking in research contexts.

The ELI also offers Writing and Speaking Clinics which provide additional, ongoing one-on-one support to students who are deemed not to need regular classroom instruction or who have completed ELI courses and wish to further refine and polish their academic and language skills.

The ELI's training for international GSIs, a collaboration with the Center for Research on Learning and Teaching (CRLT), includes a combination of instruction in language and pedagogy, guided practice teaching, and intensive individualized mentoring and advising. This program includes an intensive summer program for new international GSIs in LSA, as well as ongoing course options and individual support in the fall and winter terms.

The ELI collaborates with several other Schools and Colleges to offer discipline-specific programs and courses. For example, the ELI offers specialized coursework and individualized clinic support to students in the Taubman College of Architecture and Urban Planning, and collaborates with Taubman faculty to provide a summer intensive program for newly-admitted international students. The ELI also offers several other summer intensive programs for newly-admitted graduate students. These include an English for Legal Studies and English for Business Studies intensives, as well as a general-purpose English for Academic Purposes intensive program for students in LSA and other schools.

Although it primarily serves graduate students, the ELI also offers a set of teacher-training courses for undergraduates who are planning to teach ESL in the local community and abroad after graduation. These courses strongly emphasize the principles of service learning and include practice teaching experiences in local service organizations and migrant farm-worker camps.

In all of these endeavors, the ELI seeks to enable international students and scholars to succeed in their academic endeavors and to create a welcoming climate in which all members of the community whose first language is not English are able to fully participate in the intellectual, cultural and social life of the University. In addition, the ELI offers courses for students interested in the instructional aspects of language learning and teaching.

## **Language Resource Center (LRC)**

1500 North Quad

(734) 647-0759

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

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

Julie C. Evershed, Director

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

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

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

## **Math Lab**

B860 East Hall (734) 936-0160

[www.lsa.umich.edu/math/undergraduates/course-resources/math-lab.html](http://www.lsa.umich.edu/math/undergraduates/course-resources/math-lab.html)

Irina Arakelian, Director

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

## **Physics Help Room**

1416 Randall Lab

(734) 763-7222

[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 am and 6 pm in the fall and winter, with limited spring hours) with graduate students, undergraduate students, and faculty on a full time basis. Help Room staff are available to answer questions on most undergraduate physics courses. Services in the Physics Help Room are free to all U-M students.

## **Science Learning Center (SLC)**

Main Branch

1720 Chemistry Building

(734) 764-9326

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

e-mail: [slc@umich.edu](mailto:slc@umich.edu)

Claire Sandler, Director

Satellite Location

2165 Undergraduate Science Building

(734) 764-9326

The Science Learning Center (SLC) is an interdisciplinary resource center that supports teaching and learning across the natural sciences of astronomy, biology, biophysics, chemistry, earth and environmental sciences, and physics. The SLC serves as a clearinghouse where many outside-of-classroom learning activities are coordinated and students' opportunities to learn are strengthened by the availability of a range of resources.

The SLC Main Branch is located in the atrium of the Chemistry Building (1720 Chemistry) and is home to several areas of activity, including computer labs, meeting alcoves, a loan desk for reserve and research materials, study lounge areas, and a help room. In the eight alcoves found at the Main Branch, students can consult with Graduate Student Instructors (GSIs) or meet with a group of peers; each alcove is furnished with a table, chairs, and whiteboards. A separate help room is also located inside the Main Branch where peer tutors assist fellow students on both a drop-in and appointment basis. The SLC's Satellite Location is located on the second floor of the Undergraduate Science Building where users find a large study lounge plus three team rooms for student and faculty use. The SLC's circulating collections include textbooks, study guides, science journals, and other supplementary materials. Both locations offer access to a number of computers equipped with both general productivity and instructional software.

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

The SLC focuses on offering:

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

The SLC organizes formal weekly study groups for a large number of courses in Chemistry, Biology, and Physics. These optional study groups are led by peer facilitators who are trained in group facilitation and collaborative learning techniques. Groups generally meet once every week for two hours and are comprised of approximately 12 participants. The small size of the group, along with the nature of the focused activities, distinguishes a study group from a discussion section. Well-trained peer tutors are also available during drop-in hours in a help-room setting. Appointment-based tutoring is also available on a limited basis.

## ***Sweetland Center for Writing***

1310 North Quad

(734) 764-0429

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

e-mail: [sweetlandinfo@umich.edu](mailto:sweetlandinfo@umich.edu)

Anne Ruggles Gere (English and School of Education), Director

Naomi Silver, Associate Director

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

We offer the Sweetland Minor in Writing, teach writing courses from the 100 to the graduate level including new media and multimodal forms of writing, award undergraduate writing prizes, and oversee the College of LSA's First-Year and Upper-Level Writing Requirements. Sweetland also operates the Sweetland Fellows Seminar (for faculty and graduate students), Dissertation Writing Institute, and Dissertation and Masters Writing Groups.

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

## ***Services for Students with Disabilities (SSD)***

G664 Haven Hall

(734) 763-3000

[ssd.umich.edu](http://ssd.umich.edu)

e-mail: [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

Stuart Segal, Director

Services for Students with Disabilities (SSD) provides services to students with visual impairments, learning disabilities, mobility impairments, or hearing impairments. SSD also works with students who have chronic health or 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, guidance for course accommodations, and more, all free of charge.

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

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

B129 Modern Languages Building (MLB)

(734) 763-1334

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

e-mail: [lsa.testcenter@umich.edu](mailto:lsa.testcenter@umich.edu)

Lisa Clark, Coordinator

The LSA Testing Accommodations Center (TAC) serves the College by providing reasonable testing accommodations to students with verified disabilities that are enrolled in LSA courses. By creating an appropriate space for completing exams, the Testing Accommodation Center aims to make education accessible for students with verified disabilities. The TAC's mission is to serve both students and instructors through a well-defined process that ensures confidentiality and test security.

Students with verified disabilities are expected to meet with instructors at the onset of the term to make arrangements for appropriate academic accommodations. To learn more about the Center and its reservation process, please visit the TAC Web site at. Test reservation requests can be submitted online at the TAC Reservation Site:

<https://webapps.lsa.umich.edu/tac/Index.aspx>.

## **Transfer Credit Evaluation / Admissions**

For information about bringing in credit from another school, go to:

[lsa.umich.edu/lsa/prospective-students/transfer/transfer-credits.html](https://lsa.umich.edu/lsa/prospective-students/transfer/transfer-credits.html)

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

1190 Undergraduate Science Building

(734) 615-9000

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

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

Sandra Gregerman, Director

The UROP program enables students to work one-on-one or with a small group of students with faculty members conducting research. Students will choose research projects by looking through a catalog of faculty research projects, and will then interview for the positions with the faculty researcher. Students spend 6-12 hours per week working on their research projects. Students can participate in the program for academic credit through UC 280 or they can be paid for their research if they qualify for work-study funds. Students participating for academic credit only (not work-study) receive one credit for every three hours of work per week. Most students register for three credits which is a nine hour commitment per week. Students participating in the program are also required to attend bi-monthly research peer seminars, meet monthly with a peer advisor, read research-related articles (*e.g.*, research ethics, research in specific disciplines, research methods) and keep a research journal.

All first- and second-year undergraduates within the University of Michigan are eligible to apply to UROP. Applications for first year students will be sent out in May and accepted throughout the summer. Students are encouraged, however, to apply early. Online applications can be found at [lsa.umich.edu/urop](https://lsa.umich.edu/urop) and information will be mailed to students in February prior to the sophomore year. Selection is done on a rolling basis and determined by a student's level of interest in research, academic background, area of research interest, and availability of positions.

# Instructional Support

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## ***Center for Engaged Academic Learning (CEAL)***

1800 East Quadrangle  
 (734) 615.1624  
[www.lsa.umich.edu/ceal](http://www.lsa.umich.edu/ceal)  
 e-mail: [ceal-info@umich.edu](mailto:ceal-info@umich.edu)  
 Denise Galarza Sepúlveda, Director

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

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

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

1071 Palmer Commons Building  
 (734) 764-0505  
[crlt.umich.edu](http://crlt.umich.edu)  
 e-mail: [crlt@umich.edu](mailto:crlt@umich.edu)  
 Matthew Kaplan, Executive Director

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

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

## ***Digital Education & Innovation at Michigan***

Office of Digital Education and Innovation (DEI)  
 Hatcher Graduate Library  
 (734) 764-2010  
[digitaleducation.umich.edu](http://digitaleducation.umich.edu)

Digital education & innovation at Michigan is faculty-driven and supported by talented design teams committed to maximizing the creative potential of our community. Our student leaders are co-creating dynamic learning environments. Faculty and units at U-M are creating and testing digital courses and programs, using learning analytics, and exploring new learning technologies that are building upon and supporting a thriving digital ecosystem on campus. These efforts are providing access to rich information, personalizing student experience, and advancing research on learning.

The Office for Digital Education and holds regular “faculty lightning talks” which highlight digital engagement tools and technologies, programs, MOOCs, and other academic innovations.

## ***LSA Instructional Support Services (ISS)***

ISS Information, Help Desk, and Loan  
G353 Mason Hall  
(734) 615-0100

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

e-mail: [iss-help@umich.edu](mailto:iss-help@umich.edu)

Monika R. Dressler, Director

ISS Media Center and Loan  
2001 MLB  
(734) 663-1104

For classroom reservations, training opportunities, and equipment support, please email [lsa-iss-reservations@umich.edu](mailto:lsa-iss-reservations@umich.edu)

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

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

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

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

## ***Office of the Registrar 1210 LSA Building***

### ***Evaluations***

[ro.umich.edu/evals/](http://ro.umich.edu/evals/)

e-mail: [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 from your personal CTools workspace.

Check the Faculty Center online Help pages ( [https://csprod.dsc.umich.edu/html/doc/eng/dftie/lcaa/hm/sr\\_fb\\_facultybusinessmenu.html](https://csprod.dsc.umich.edu/html/doc/eng/dftie/lcaa/hm/sr_fb_facultybusinessmenu.html) ) for more details.

### ***Examinations***

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

e-mail: [ro.examinations@umich.edu](mailto:ro.examinations@umich.edu)

The 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.

## University Online Schedule of Classes

[ro.umich.edu/schedule](http://ro.umich.edu/schedule)

Links to PDF, CSV and Wolverine Access versions of the *Schedule of Classes*. The “All Class” reports are refreshed 5 nights/week, the “Open Class” reports are updated every half hour, and Wolverine Access offers real time course and class information. These are maintained for all active terms.

## Curriculum Maintainers Resource

[http://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 its curriculum resource page:

## ***Student Learning and Analytics at Michigan (SLAM)***

Sponsored by the Provost's Task Force on Learning Analytics, Student Learning and Analytics at Michigan (SLAM) is a speaker series. Presenters will focus on the analysis and use of data about students, courses and academic programs-- for the purposes of improving teaching and learning. ([crlt.umich.edu/slam](http://crlt.umich.edu/slam))

## ***University Library***

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

The University Library offers numerous services to support faculty and staff research and teaching efforts ([www.lib.umich.edu/services-faculty-staff](http://www.lib.umich.edu/services-faculty-staff)). The library also hosts the Faculty Exploratory which is a program as well as a facility to enhance lecturing, research, and publishing skills.

The ScholarSpace offers hands-on workshops, online guides, and one-on-one appointments ([www.lib.umich.edu/scholarspace](http://www.lib.umich.edu/scholarspace))

# Campus Resources for Consultation and Referral

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## Conflict Resolution

### ***Office of Institutional Equity (OIE)***

University Human Resources

2072 Administrative Services Building

(734) 763-0235

[hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity](http://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity)

e-mail: [institutional.equity@umich.edu](mailto:institutional.equity@umich.edu)

The Office for Institutional Equity (OIE), a unit of University Human Resources (UHR), provides the delivery of programming and services for faculty, staff, students, and management to support diversity, inclusiveness, equal access, equitable treatment, and cultural understanding and competency. The Office provides training and consultation on achieving and supporting diversity in the workplace, on Americans with Disabilities Act issues, and on preventing and resolving discrimination and discriminatory harassment. The Office also provides support to a number of constituency groups.

### ***Office of the Ombuds***

6015 Fleming Administration Building

(734) 763-3545

[ombuds.umich.edu](http://ombuds.umich.edu)

e-mail: [umstudentombuds@umich.edu](mailto:umstudentombuds@umich.edu)

The Ombuds office 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 Ombuds Office is an impartial advocate for fair and consistent treatment.

### ***Office of Student Conflict Resolution (OSCR)***

100 Student Activities Building

(734) 936-6308

[oscr.umich.edu](http://oscr.umich.edu)

e-mail: [oscr@umich.edu](mailto:oscr@umich.edu)

OSCR helps U-M students learn how to manage and resolve conflicts peacefully.

OSCR's mission is:

- to BUILD TRUST with the UM -community by providing services that are educationally-focused, student-driven and community owned;
- to PROMOTE JUSTICE by administering the Statement of Student Rights and Responsibilities with compassion, integrity, and fairness; and
- to TEACH PEACE by providing a comprehensive range of preventive educational programs on conflict resolution, conflict management, and adaptable conflict resolution.

OSCR serves as a community hub for U-M student, faculty, and staff volunteers with a passion for social justice through peaceful conflict resolution.

UM -students hold significant responsibilities as volunteers with OSCR: *e.g.*, advising students in our conflict-resolution processes; serving as arbiters at formal hearings; mediating conflicts between students; and recommending service improvements as part of OSCR's Advisory Board.

## ***Student Legal Services***

715 North University Avenue, Suite 202  
(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 cannot assist in disputes with the University or other enrolled students. Please call to schedule an appointment to meet with an attorney because legal advice is not given over the phone.

## **Financial/Registration**

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

[provost.umich.edu/studentemergencyfunds.html](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.

### ***Financial Aid***

2500 Student Activities Building  
(734) 763-6600  
[finaid.umich.edu](http://finaid.umich.edu)  
[financial.aid@umich.edu](mailto:financial.aid@umich.edu)

Provides information on financial aid (grants, scholarships, loans, and Work- Study) for prospective and current students at the University of Michigan.

### ***Financial Operations***

Questions about Financial Status should be directed to Financial Operations, [www.finance.umich.edu/finops/student](http://www.finance.umich.edu/finops/student)

### ***LSA Current Student Scholarships***

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

Scholarships to continuing undergraduates in the College of Literature, Science, and the Arts are funded by gifts to the College of LSA. These gifts include donations to the LSA Annual Fund for Student Support, scholarship endowments, bequests and annual gifts from donors. Each year hundreds of students receive an LSA Current Student Scholarship, funded from one or more of our scholarship accounts.

**College Eligibility.** Applicants must be continuing students (completed two academic terms in LSA) pursuing a degree program in LSA and enrolled for at least 12 credit hours during the fall and winter academic year.

**Monetary Award.** The LSA Current Student Scholarship monetary award is determined based on the student's scholarship application and information in the student's financial aid package from the University of Michigan's Office of Financial Aid. The LSA Scholarship Office has access to each applicant's financial aid package to establish eligibility and the scholarship amount. Please note that these scholarships are not awarded or administered by the Office of Financial Aid. Monetary awards have ranged from \$500 to \$10,000 for the fall and winter terms. An award in one year does not guarantee continuation of the LSA Current Student Scholarship in subsequent years.

**To be considered.** Complete and submit the *LSA Current Student Application* by the deadline posted on the LSA website:

[lsa.umich.edu/scholarships/current-students](http://lsa.umich.edu/scholarships/current-students)

Complete and submit the Free Application for Federal Student Aid (FAFSA) by the University of Michigan, Office of Financial Aid deadline posted on their website: [finaid.umich.edu/current-undergraduates](http://finaid.umich.edu/current-undergraduates)

## **Registrar**

Student Services,

1207 LSA Building, 647-3507 and

B430 Pierpont Commons, 763-7650

Records and Enrollment, 1210 LSA Building, 764-6280

Student Residency Status, 1210 LSA Building, 764-1400

Transcripts, Certification, and Diploma, 1210 LSA Building, 763-9066

[ro.umich.edu](http://ro.umich.edu)

## **Jobs, Internships & Opportunities**

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

G155 Angell Hall

435 South State Street

(734) 764.4311

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

e-mail: [cgis@umich.edu](mailto:cgis@umich.edu)

The [Center for Global and Intercultural Study](http://lsa.umich.edu/cgis) (CGIS) provides a wide variety of global engagement and learning opportunities to the University of Michigan community. CGIS programming serves students with diverse academic interests at sites in all regions of the world, international and domestic.

CGIS also offers administrative and academic support to departments and units across campus hoping to launch their own individualized programs.

### ***LSA Opportunity Hub***

(734) 615-6333

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

e-mail: [lsainternships@umich.edu](mailto:lsainternships@umich.edu)

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

### ***Student Employment Office***

2<sup>nd</sup> Floor Student Activities Building

(734) 763-4128

[studentemployment.umich.edu](http://studentemployment.umich.edu)

e-mail: [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 website 7 days a week, 24 hours a day. To apply for a position, students should contact the person listed for that particular job.

To be employed at the University or to work for a University-approved off-campus employer, UM–Ann Arbor students must complete an online *Student Employment Application* on the Wolverine Access Student Business page.

## **The Career Center**

3200 Student Activities Building  
 (734) 764-7460  
[careercenter.umich.edu](http://careercenter.umich.edu)  
 e-mail: [careercenter@umich.edu](mailto:careercenter@umich.edu)

Connecting students with employers, alumni/ae, graduate school representatives, and relevant career information. The Career Center works with students (1<sup>st</sup> year through PhD) to develop their ideas and make decisions that will launch meaningful careers. This enables students to:

- Explore options
- Translate their experiences to future opportunities
- Intentionally engage with professionals and alumni
- Uncover internships and full-time employment opportunities
- Apply to graduate or professional school

Faculty interested in learning more about the world of work, as it relates to their students' interests, are invited to contact The Career Center to discover the range of available opportunities for faculty to interact with employees, alumni/ae, and graduate schools.

## **Psychological/Physical Health**

### ***Counseling and Psychological Services (CAPS)***

3100 Michigan Union  
 (734) 764-8312  
[caps.umich.edu](http://caps.umich.edu)

MiTALK: [mitalk.umich.edu/](http://mitalk.umich.edu/)

Counseling and Psychological Services is committed to providing multicultural and multidisciplinary expert and caring therapeutic support at no charge for currently enrolled University of Michigan–Ann Arbor campus students. Services include crisis intervention, and brief personal therapy for individuals, couples, and groups. Common reasons students go to CAPS are: anxiety, depression, relationship issues, academic concerns, and eating disorders. Consultation and workshops on various informational and skill-building topics are also available.

CAPS staff are also available for consultation and support for family members, friends, and U-M staff or faculty members.

CAPS strives to offer these services in an atmosphere that is welcoming and comfortable for all students, regardless of race, gender (includes gender identity and expression), ethnic background, age, sexual orientation, citizenship, or physical status.

For further information, online screenings for depression, anxiety, eating issues, and alcohol concerns CAPS invites you to browse their website at [caps.umich.edu](http://caps.umich.edu).

### ***Mental Health Resources***

What to do when you encounter a student who may need mental health support?

[www.umich.edu/~mhealth/faculty.html](http://www.umich.edu/~mhealth/faculty.html)

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

1551 Michigan Union  
(734) 764-7771  
24-hour Crisis Line: (734) 936-3333  
[sapac.umich.edu](http://sapac.umich.edu)  
e-mail: [sapac@umich.edu](mailto:sapac@umich.edu)

The Sexual Assault Prevention and Awareness Center (SAPAC) offers a number of services to the University of Michigan community, including crisis intervention, prevention education, advocacy, and activism on issues of sexual assault, intimate partner violence (emotional, sexual, and physical), stalking, and sexual harassment in the University community. In addition, SAPAC offers rewarding volunteer opportunities in the Networking/Publicity/Activism, Peer Education, and Men's Programs.

SAPAC staff can assist survivors, friends, family members, or non-offending partners of survivors. The Crisis Line is staffed by professional staff who provide crisis intervention and information and referral over the phone. Outreach assistance at hospitals, police stations, and residence halls, in the event of an emergency is available. All services are strictly confidential and free. Come by or call for an appointment or more information.

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

207 Fletcher  
734-764-8320  
[uhs.umich.edu](http://uhs.umich.edu)

UHS is a health and wellness resource used by students, faculty, staff, and others affiliated with U-M.

Medical services are comprehensive, confidential, and provided by licensed, credentialed health care providers. Most medical services require an appointment, although options are available for urgent concerns. Nurse advice is available by phone day and night, which may save a trip to UHS or the ER.

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

See [Wolverine Wellness](http://uhs.umich.edu/wolverine-wellness) for details, [uhs.umich.edu/wolverine-wellness](http://uhs.umich.edu/wolverine-wellness).

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

See what's covered and what's not at [Free or Fees for Students](http://uhs.umich.edu/feestudents), [uhs.umich.edu/feestudents](http://uhs.umich.edu/feestudents).

Health insurance is not required to use UHS, but students are strongly encouraged to have health insurance to help pay for costs not covered by the health service fee, including any services outside UHS.

## **Student Life**

### ***International Center***

1500 Student Activities Building  
(734) 764-9310  
[internationalcenter.umich.edu](http://internationalcenter.umich.edu)  
e-mail: [icenter@umich.edu](mailto:icenter@umich.edu)

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

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

## ***Office of Multi-Ethnic Student Affairs***

2202 Michigan Union

(734) 763-9044

[mesa.umich.edu](http://mesa.umich.edu)

e-mail: [mesa.uofm@umich.edu](mailto:mesa.uofm@umich.edu)

The Office of Multi-Ethnic Student Affairs (MESA) is a unit within Student Life with a multiplicity of offerings. With the mission “To promote student development and empower the campus community around issues of diversity and social justice through the lens of race and ethnicity,” MESA provides support to all students through programming, and strives to meet the multicultural needs of students.

## ***Spectrum Center***

3200 Michigan Union

(734) 763-4186

[spectrumcenter.umich.edu](http://spectrumcenter.umich.edu)

e-mail: [spectrumcenter@umich.edu](mailto:spectrumcenter@umich.edu)

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

## **Student-Athletes /Athletics**

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### **Academic Success Program**

**Ross Academic Center**  
1110 South State Street  
(734) 647-3709  
[www.mgoblue.com/asp](http://www.mgoblue.com/asp)

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

The [Stephen M. Ross Academic Center](#) provides academic study space for more than 700 U-M student-athletes: individual and group study areas, computer labs, meeting rooms for tutorial work, a large meeting room and assembly areas for group projects, as well as offices for instructional support staff.

### **Academic Support Services**

The University of Michigan works hard to provide rich educational development and experience. Having strong educational support will enhance the overall probability of academic success and graduation among our student-athletes. Through the Academic Learning Center and our Academic Staff, we provide our athletes with academic support through:

#### **ACADEMIC ADVISING**

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

#### **SUPERVISED STUDY TABLE PROGRAM**

Designed to provide student-athletes with a structured learning environment to supplement and enhance the student-athlete's study and class preparation.

#### **TUTORIAL PROGRAM**

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

#### **SWEETLAND CENTER FOR WRITING**

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

#### **KAREN AND STEVE SANGER MATH LAB**

Located in room 2100 of the Ross Academic Center, it is available to student-athletes in support of academic work.

#### **ENGINEERING COMPUTER LAB**

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

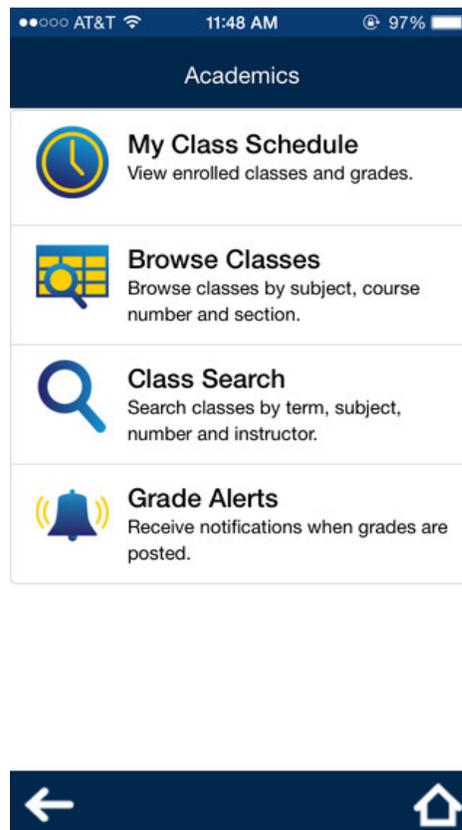
## Michigan App

Stay connected to U-M with the official University of Michigan app. News, events, locations, class resources, and more are at your fingertips. Look up a person or bus route, find an available computer lab, and see what's on the menu at your favorite dining hall.

### Features:

- M-Bus — View a map of U-M bus routes, search for a stop, and find out when the next bus will arrive. The map is animated in real-time to show the buses progress to each stop.
- Dining — See menus for all campus dining halls and University Unions locations for today and the rest of the week.
  - Academics — View your current class schedule, set up grade alerts, link to C-Tools and Canvas, and find classes.
  - Campus Map — Find locations, parking, and directions across campus.
  - UM Emergency Alerts - Now located on the Michigan App
  - LSA Notifications - Turn on your LSA Notifications and receive push notifications for important LSA deadlines like the drop/add, late drop, and registration.
- Access the UM directory, link to UM events and send documents to university printers.

Download the App from the [Michigan Mobile App Center](#). You can view a complete list of University applications in Google Play and the App Store.



# Student Academic Affairs Administrative Staff

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For your personal convenience, a listing of desk telephone numbers and e-mail addresses for each Director and Associate Director, Coordinator, and other essential contacts in Student Academic Affairs is provided below. If the Newnan LSA Academic Advising Center main line (764-0332) is busy, please feel free to contact staff members through their desk telephone numbers. Please keep in mind that these numbers are for the benefit of our faculty and staff colleagues and are not to be shared with students. We hope that providing these telephone numbers will increase your ability to contact us when you are seeking assistance.

## Office of the Assistant Dean

Esrold A. Nurse ( <a href="#">eanurse</a> ), Assistant Dean for Undergraduate Education and Executive Director of the Newnan LSA Academic Advising Center	764-7297
Ching-Yune C. Sylvester ( <a href="#">yunecs</a> ), Assistant to the Assistant Dean	764-7297
Debbie Walls ( <a href="#">dwalls</a> ), Executive Secretary	764-7297

## Academic Advising Information

Philip J. Gorman ( <a href="#">pjgorman</a> ), Director	936-3216
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## Academic Standards and Academic Opportunities

Cathleen Conway-Perrin ( <a href="#">cconway</a> ), Director	647-9627
Toni Morales ( <a href="#">weena</a> ), Associate Director	936-3206
Jeff Harrold ( <a href="#">jharrold</a> ), Coordinator, Special Opportunities and Academic Standards	936-3207
Carolyn McCullum ( <a href="#">cmpurple</a> ), Student Administrative Associate to the Academic Standards Board	936-1552

## Newnan LSA Academic Advising Center

Timothy M. Dodd ( <a href="#">timdodd</a> ), Director	647-9289
David M. Brawn ( <a href="#">dbrawn</a> ), Associate Director, Continuing Student Services	936-3204
Carmela Brown ( <a href="#">carmelab</a> ), Associate Director, New Student Services and Orientation Advising	936-3220
Susan Gass ( <a href="#">sgass</a> ), Associate Director, Pre-Professional Advising Services, Staff Training, and Advising Center Operations	936-3211
Susan Doyle ( <a href="#">sjdoyle</a> ), Coordinator, External Liaisons and Cross-Campus Programming	763-5607
Robert Gordon ( <a href="#">rwgordon</a> ), Coordinator, First-Year Student Programming and Orientation	936-1551
Erin Trame ( <a href="#">etrame</a> ), Coordinator, Transfer Student Programs	615-3002
Clara Kawanishi ( <a href="#">kawanish</a> ), Coordinator, International Student Affairs	615-0139
Trevor Kilgore ( <a href="#">tkilgore</a> ), Coordinator, Departmental Advising	936-3208
Tim Webb ( <a href="#">webbt</a> ), Office Manager/Academic Advisor	936-1608

## Academic Auditors

Cindy Bourland ( <a href="#">cynthb</a> ), Supervisor	763-1042
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## Testing Accommodation Center

Lisa Clark ( <a href="#">ljclark</a> ), Coordinator	936-3212
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## LSA Department Liaisons

<https://goo.gl/KPJZeE>

# Academic Calendar, 2016-17

## LSA Academic Calendar, 2016-17

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