

2023-2024

M | LSA STUDENT ACADEMIC AFFAIRS
UNIVERSITY OF MICHIGAN

HANDBOOK for
FACULTY and
INSTRUCTIONAL
STAFF

KNOWLEDGE

Table of Contents

Letter from the Assistant Dean	1	LSA Academic Requirements Website	19
LSA Office of the Assistant Dean	2	Rules for Degree Requirements	19
Office of Student Academic Affairs	2	LSA Majors and Minors	20
Newnan LSA Academic Advising Center	2	Honors Plan	20
Science Learning Center	2	Course Election and Registration Procedure	21
Advising Across the College	3	Registration Procedures and Restrictions	21
Newnan LSA Academic Advising Center	3	Course Selection	21
Comprehensive Studies Program (CSP)	3	Registration	21
Honors Program	4	Drop Add	21
Residential College (RC)	4	Late/Retroactive Drop/Add	22
Departmental Advising	4	Understanding Course Restrictions and Controls	22
Student Records – FERPA Guidelines	5	Prerequisites	22
Faculty Rights and Responsibilities with Regard to LSA	5	Closed Classes	22
Community Standards of Academic Integrity	6	Waitlists	22
Filing a Formal Complaint with the Office of the Assistant Dean	6	Overrides (Electronic Permissions)	23
Resolving Academic Misconduct by Instructor Resolution	7	Academic Support and Research Opportunities	24
Classroom Conduct — Disruptive Students	8	English Language Institute (ELI)	24
Classroom Procedures	10	Language Resource Center (LRC)	24
Class Meeting Times	10	Math Lab	25
Appropriate Class Begin/End Times	10	Physics Help Room	25
Special Room Requests	10	Science Learning Center (SLC)	25
Class Roster	10	Services for Students with Disabilities (SSD)	25
Stating Classroom Objectives	11	Sweetland Center for Writing	26
Syllabus Statements	11	Testing Accommodation Center (TAC)	26
Providing Accommodations to Students with Disabilities	12	Undergraduate Research Opportunity Program (UROP)	26
Policy on Class Attendance	12	Instructional Support	27
Absences from Class Due to Illness or Unanticipated Circumstances	12	Center for Research on Learning and Teaching (CRLT)	27
Requiring Documentation for Missing Assignments	13	LSA Technology Services	27
Students Representing the University in an Official Capacity	13	The Center for Academic Innovation	28
Off-Campus	13	Office of the Registrar	29
Religious-Academic Conflicts	13	Evaluations	29
Academic Progress Reports	13	Examinations	29
Examinations during the Term	14	Curriculum Maintainers Resource	29
Final Exams	14	University Library	29
Alternate Exam Times	14	Campus Resources for Consultation and Referral	30
Returning Papers and Exams	14	Conflict Resolution	30
Grading	15	Equity, Civil Rights & Title IX Office (ECRT)	30
Student Academic Affairs - Academic Policy and Technology	15	Office of Student Conflict Resolution (OSCR)	30
Deadline for Submitting Final Course Grades	15	Student Legal Services	30
Posting Grades	15	Student Life Office of the Ombuds	31
Official Grades	15	Financial/Registration	31
Pass/Fail	15	Financial Aid	31
Audit	15	Financial Services (Student Tuition and Bills)	31
Grading for a Two-Term Course (Y)	15	LSA Scholarships for Current Students	31
Incompletes (I)	16	Office of the Registrar	31
Time Extensions for Incompletes	16	Emergency Funds for Students	31
Grade Designations: Summary of Transcript Notations	17	Jobs, Internships and Opportunities	32
Grade Changes	17	Center for Global and Intercultural Study (CGIS)	32
Retaining Grade Books or Electronic Grading Information	18	LSA Opportunity Hub	32
Grade Grievance	18	Student Employment Office	32
Repetition of Courses	18	The University Career Center	32
Recording Level of Student Participation when Entering a Failing Grade	18	Psychological/Physical Health	33
Academic Standing and Requirements	19	Counseling and Psychological Services (CAPS)	33
Good Standing	19	Mental Health Resources for Instructors	33
Academic Progress Notice I	19	Sexual Assault Prevention and Awareness Center (SAPAC)	33
Academic Progress Notice II	19	University Health Service (UHS)	33
Academic Recess	19	Student Life	34
		Student-Athletes/Athletics	34
		Academic Success Program	34
		Academic Calendar, 2023-24	35



August 2023

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

Welcome back to the 2023-2024 academic year!

The 2023-2024 Handbook for Faculty and Instructional Staff contains relevant LSA policies and procedures which are intended to support and guide the instructional process. Also included are important university and college resources that serve to complement LSA's instructional mission. For new faculty, instructors, and GSIs, this handbook is strongly recommended as essential reading before the start of fall classes. We also encourage all instructors to review the handbook and keep a copy available as reference during the coming academic year.

Our offices work regularly with faculty and other academic and co-curricular departments to facilitate a student's successful path through the college from orientation to graduation. We do this through academic advising, student learning support, academic integrity processes, student records, and more. We also strive to be a valued resource and leader in support of the academic and personal experience of undergraduate students at the University of Michigan.

The Office of the Assistant Dean and our Office of Student Academic Affairs is fully committed to providing support and guidance to instructors. All instructors should feel free to contact our office directly (oad.lsa@umich.edu; 734.764.7297) with questions or visit our [website](#) for more information. I look forward to working with you all this academic year.

Best wishes for a successful year!

Sincerely,

Perry Fittler
Assistant Dean for Undergraduate Education and Student Affairs

LSA Office of the Assistant Dean

LSA Office of the Assistant Dean (OAD) engages students, fosters their success, and upholds academic standards in support of the liberal arts and the University of Michigan community. The overarching objective of the OAD, in collaboration with key partners across the college and beyond, is to be a valued resource and leader in support of the academic and personal experience of undergraduate students at the University of Michigan. Our staff shares with teaching faculty and other departments the task of facilitating a student's academic path through the College.

To accomplish this responsibility, LSA Office of the Assistant Dean is organized into the following areas which each have distinct responsibilities:

- [Office of the Student Academic Affairs \(including Student Records and Academic Auditing\)](#)
- [Newnan LSA Academic Advising Center including Pre-Professional, Student Success, and General Advising](#)
- [The Science Learning Center](#)

Office of the Student Academic Affairs (SAA)

1213 Angell Hall

734.764.7297

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

lsa.saa.office@umich.edu

The Office of Student Academic Affairs (SAA) 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 office in coordination with the Assistant Dean on behalf of the College. SAA routinely communicates with instructors, staff, and the broader public regarding academic programs and procedures within the College of Literature, Science, and the Arts.

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

SAA is also home to the college's student records unit which conducts degree auditing, graduation processing, and other key administrative processes for students. The office also maintains the LSA Degrees and LSA Requirements section of the LSA website which 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.

Newnan LSA Academic Advising Center

1255 Angell Hall

734.764.0332

lsa.umich.edu/advising

From orientation to graduation, advisors in the LSA Newnan Advising Center assist students making the most of their time at Michigan by ensuring timely, purposeful, and accurate progress towards their degrees. Through their many advising modalities and services, Newnan advisors focus on the unique needs and interests of each individual student. Newnan supports every student as they find their academic home and discover unique opportunities. Newnan also supports students across the college who are interested in pre-law and pre-health through best practices in advising, innovating programming, and experiential learning to guide students and alumni as they explore, prepare, and apply to professional programs in law and health. Finally, Newnan is responsible for the execution of the Major/Minor Expo and coordinator of the Bachelor of General Studies degree.

Science Learning Center (SLC)

734.764.9326

lsa.umich.edu/slc

slc@umich.edu

The Science Learning Center (SLC) is an interdisciplinary resource center that provides study and computing spaces as well as academic support programs to undergraduates enrolled in the natural sciences. The SLC promotes the diversity, equity, and inclusion of all students in STEM through providing out-of-classroom learning opportunities such as study groups, tutoring, GSI office hours, and workshops.

Advising Across the College

Academic advising plays a crucial role in LSA's commitment to student success. Through intentional efforts to proactively communicate and support students from orientation through graduation, advisors are a critical part of the undergraduate student experience in LSA. Advisors create a sense of academic community where undergraduates can develop mentoring relationships with academic advisors, program staff, peers, faculty, and others in the college, encouraging them to broaden or deepen their connection to LSA. LSA students are encouraged to be actively involved in shaping their undergraduate experience by using and integrating the many academic advising resources provided across the college, including general advising, pre-professional advising, peer advising, and major/minor advising.

Newnan LSA Academic Advising Center

1255 Angell Hall
734.764.0332
lsa.umich.edu/advising

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

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

- connect and synthesize experiences inside and outside the classroom.
- co-create their academic journey.
- walk through the decision-making process.
- navigate degree requirements, policies, and procedures.
- plan for post-graduation experiences.
- use referrals and resources on campus and beyond.

Students first meet with an academic advisor during the orientation period before their first term of matriculation. First and second-year students often see general advisors with questions about the transition to college, course elections, college requirements, pre professional concerns, opportunities for research, internships, study abroad, and questions about choosing a major or degree program. Juniors and seniors meet with their general and major/minor advisors to review progress toward graduation, to ensure the accurate posting of transfer and study abroad credits and plan their professional path after graduation. Students also can make appointments or attend group advising sessions with our pre-health and pre-law advisors. Note that each LSA department or program has a [Newnan advisor liaison](#) with whom instructors can consult about concerns with students enrolled in their classes.

Comprehensive Studies Program (CSP)

1139 Angell Hall
734.764.9128
lsa.umich.edu/csp

Forged out of three decades of organized, direct action led by the Black Action Movement (BAM), CSP is an academic unit and learning community of faculty, staff, and 3000 students representing all of U-M's undergraduate schools and colleges. As an advocate for the recruitment, matriculation, and persistence of minoritized student populations, CSP empowers students to engage in active learning and leadership in and beyond the university.

CSP provides comprehensive academic support to U-M students through LSA courses, holistic academic advising, academic and co-curricular programming, and peer supported learning opportunities. CSP also administers the Summer Bridge Scholars Program (SBSB), a 7-week residential academic program that supports up to 400 talented students as they advance from high school to the University of Michigan and enter their first fall semester with a competitive edge.

A multidisciplinary academic unit representing the natural sciences, social sciences, humanities, and mathematics, CSP is committed to creating a socially and educationally transformative experience with students. CSP's teaching mission is guided by the following principles:

- Knowledge production is a social practice built on mutual recognition, trust, and accountability
- Accessible teaching practices benefit all students
- Classrooms are sites of learning and personal growth
- Intellectual growth is enhanced by a sense of belonging and community
- Transparency is key to equitable teaching and learning

Honors Program

1330 Mason Hall
734.764.6274
lsa.umich.edu/honors

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

Residential College (RC)

1813 East Quadrangle
734.763.0032
lsa.umich.edu/rc

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

Departmental Advising

When undergraduate students in LSA declare a major or minor, they are assigned a department or program academic advisor, whose role is to welcome undergraduates and mentor their transition, growth, and identity within the department or program and the discipline. At the department or program level, advisors encourage undergraduates to become involved in department-sponsored events and programs, provide exposure to research and professional endeavors, and facilitate connections between students and department or program faculty.

Student Records Policy — FERPA Guidelines

Office of the Assistant Dean

1213 Angell Hall
734.764.7297
lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html

All LSA students have an academic advising file containing admissions material, test scores, unofficial copies of academic records, memoranda, correspondence, and notes which academic advisors or other student-facing staff have made about their conversations with a student.

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

FERPA grants students the right:

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

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

Occasionally, instructors may be contacted by parents or others to inquire about a particular student's academic record. It is important to recognize that the release of student information to a third party, including parents, requires the written permission of the respective student. LSA students can use the online [Student Release of Information form](#) to authorize release of their LSA advising record and related academic information to third parties. Any questions about access to student records should be directed to the [LSA Office of the Assistant Dean](#).

LSA FERPA Training Expectations

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

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

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

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

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

Office of Student Academic Affairs

1213 Angell Hall
734.764.7297
lsajudicial@umich.edu
lsa.umich.edu/lsa/academics/academic-integrity.html

LSA Community Standards of Academic Integrity

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

The Office of Student Academic Affairs (SAA) is responsible for leadership of the LSA Academic Judiciary Committee and oversight of the academic judiciary processes in the college. SAA works to promote and maintain a high degree of academic integrity in the college, and to that end the office maintains an academic integrity website. You should find especially useful the page, [Resources for Instructors](#). The Center for Research on Learning and Teaching (CRLT) also has [academic integrity resources](#). Additionally, the Office of the Assistant Dean recommends the following as best practices.

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

It is the responsibility of each faculty member to support academic integrity and follow the [LSA Procedures for Resolving Academic Misconduct](#) by reporting a complaint of academic misconduct to the Office of Student Academic Affairs (lsajudicial@umich.edu) before imposing any penalty for misconduct. If an instructor or staff member believes, after reasonable investigation where necessary, that academic misconduct has occurred and that the student has some responsibility for it, the instructor or staff member must do one of the following:

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

Filing a Formal Complaint with the Office of Student Academic Affairs

It is appropriate to file a complaint to the Office of Student Academic Affairs (SAA) in any alleged instance of academic misconduct. This should be done as soon as possible and no later than two months after the date of occurrence. It is recommended that you inform the student that you have filed a complaint with the Office of the Assistant Dean. Most cases are resolved within the academic term in which the

incident occurs (and typically within three weeks of a report of misconduct). Once a complaint has been filed, it may not be withdrawn without the approval of SAA. Also, a student against whom a complaint of academic misconduct has been filed may not change registration in the course (e.g., change grading options, drop the course) in which the complaint is pending or in which a finding of academic misconduct is made. Additionally, you should not impose any penalty or require any remedial work (e.g., rewrite a plagiarized paper) until the case has been resolved by the Office of the Assistant Dean.

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

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

The student will receive a copy of your report and evidence prior to the meeting with the Office of Student Academic Affairs. Sensitive information or commentary is recommended to be included only in email correspondence with the Office of the Assistant Dean. A separate document should be attached with details of the incident that may be readily shared with the student.

The Office of the Student Academic Affairs will schedule a meeting between the student and the Coordinator for Academic Integrity or SAA Director's designee to discuss the case. In the meeting, the Coordinator or Director's designee will describe the charges made, detail the evidence supporting those charges, and review the range of college sanctions (e.g., disciplinary probation, reflective essay, suspension). The student may present any relevant material or statements on their behalf. This is an opportunity for the student to be heard and to present their side of the incident.

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

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

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

Resolving Academic Misconduct by Instructor Resolution

An instructor who determines that a student is responsible for an act of misconduct may resolve the matter directly with the student. An instructor resolution might be appropriate when the incident is not egregious and should merit no consequence greater than a zero on the assignment, though the student may be required to do additional, remedial work (e.g., rewrite a paper). All faculty considering admonition are strongly urged to contact the Office of Student Academic Affairs (lsajudicial@umich.edu) for consultation.

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

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

Reporting the incident to the Office of Student Academic Affairs is important so that repeat offenders can be tracked. Generally, no disciplinary sanction (e.g., probation, suspension) will be imposed by the Office of Student Academic Affairs. The instructor's report, however, will be kept on file in the Office of Student Academic Affairs. 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 Office of Student Academic Affairs. This must be done in a timely manner. When this occurs, the case will be fully investigated by the Office of Student Academic Affairs.

Classroom Conduct — Disruptive Students

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

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

- Trained colleagues, including mental health professionals, are available to assist instructors in responding to students.
- The Office of Student Academic Affairs can help to connect the student with available resources and, if needed, take disciplinary action if students engage in disruptive behavior.
- If at any point you, as an instructor, feel threatened, or there is a safety concern in your classroom, the Division of Public Safety & Security can be contacted (734.763.1131) to provide support. **(Emergency: 911).**

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

Who you can talk to:

<p>Office of Student Academic Affairs</p> <p>Can serve to facilitate the appropriate response in the event that a student is disruptive.</p> <p>(734) 764-7297</p>	<p>Dean of Students</p> <p>Responsible for overall management of critical incidents and emergencies across the University.</p> <p>(734) 764-7420</p>	<p>Division of Public Safety & Security</p> <p>Can provide additional support in a variety of situations</p> <p>(734) 763-1131 or text 377911</p>
---	---	--

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

<p>Chris O’Neil, Director LSA Office of Student Academic Affairs 1213 Angell Hall 734.764.7297 lsa.umich.edu/lsa/faculty-staff/student-academic-affairs.html onechris@umich.edu</p>	<p>The Office of Student Academic Affairs can serve to facilitate the appropriate response in the event that a student is disruptive and assist in finding a suitable outcome.</p>
<p>Dean of Students Office 3000 Michigan Union 734.764.7420 deanofstudents.umich.edu deanofstudents@umich.edu</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>Counseling and Psychological Services (CAPS) 3100 Michigan Union 734.764.8312 caps.umich.edu caps-uofm@umich.edu</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>Office of Student Conflict Resolution (OSCR) 100 Student Activities Building (SAB) 734.936.6308 oscr.umich.edu oscr@umich.edu</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>University of Michigan Division of Public Safety and Security (DPSS) 1239 Kipke Drive Emergency: 911 Dispatch: 734.763.1131 Text: 377911 https://www.dpss.umich.edu/ public.safety@umich.edu</p>	<p>DPSS can respond at any time when anyone is threatened, and provide consultations on how to approach situations of concern.</p>
<p>Student Life Office of the Ombuds 6015 Fleming Administration Building 734.763.3545 ombuds.umich.edu umstudentombuds@umich.edu</p>	<p>The Student Life Office of the Ombuds is a place where student questions, complaints, and concerns about the functioning of the university can be discussed confidentially in a safe environment.</p>
<p>Center for Research on Learning and Teaching (CRLT) 1071 Palmer Commons 734.764.0505 www.crlt.umich.edu crlt@umich.edu</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

Class Meeting Times

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

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

Appropriate Class Begin/End Times

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

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

- 8:30 a.m. – 10:00 a.m.
- 10:00 a.m. – 11:30 a.m.
- 11:30 a.m. – 1:00 p.m.
- 1:00 p.m. – 2:30 p.m.
- 2:30 p.m. – 4:00 p.m.
- 4:00 p.m. – 5:30 p.m.

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

Special Room Requests

There are two categories for special room requests that can be requested from the [Curriculum Office \(Office of the Registrar\)](#):

- 1) **Equipment needs:** Requests for special equipment (data or video projection, specific seating types, etc.) should be entered by your department curriculum maintainer in Wolverine Access under *Curriculum Management > Schedule of Classes > Maintain Schedule of Classes > Meetings > Room Characteristics*. Please request only those characteristics that are essential. It is possible to request too many characteristics and make it impossible to schedule a class.
- 2) **Location:** Requests for a specific location should only be made when absolutely necessary. The Curriculum Office always tries to schedule classes as geographically close to the Department or Program office as possible. The only requests that are considered “must-haves” are: a) An instructor has a disability which requires the class to be scheduled in the same building as their office. b) An instructor has back-to-back sections and there is insufficient time to travel to another building. The Curriculum Office tries to schedule these in the same room if possible or at least in the same building.

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

Class Roster

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

Preferred Name Guidance: LSA recognizes that many students may choose to use their preferred/chosen name rather than their legal name. Some preferred names may not appear on your class roster for a variety of reasons. Please use the following resource on [creating gender affirming learning spaces](#). You may also find out more about [UM’s preferred name policy here](#).

Stating Classroom Objectives

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

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

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

Syllabus Statements

Instructors sometimes wish to include statements regarding specific policies or procedures in their syllabi. The following template syllabus statements can be used or modified as appropriate.

Academic Misconduct

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

Use of ChatGPT and other AI Tools

Instructors in this course may ask you to provide evidence of your learning through written work. When they do, the writing you submit must be of your own creation. Your writing will naturally be informed by other written work. When it is, you must be sure to acknowledge this influence through appropriate citation.

In the past, the 'other written work' was always created by another human. These days, artificial intelligence (AI) tools can be used to generate text, code, and images in response to a prompt. Such automatically generated text is not your work and cannot be submitted as if it is.

Work generated by AI tools like ChatGPT is a source that may inform your writing, just as books, papers, lecture notes, websites, and the results of Google searches can. As always, it's your responsibility to assess the reliability of every source you use. In that context, you should be aware that the output of AI tools is constructed to sound plausible, and not checked by any expert. These results are often completely invented.

Course Recordings

Instructor Wishing to Record Course Activity

Course lectures may be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact [instructor/gsi email address] the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements.

Instructor Wishing to Prohibit Student Recordings:

Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

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

Disability Statement:

The University of Michigan is committed to providing equal opportunity for participation in all classes, programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the **Services for Students with Disabilities (SSD) Office** located at G664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been

determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc.).

Additional resources for faculty may be found at <https://ssd.umich.edu/instructors>

Mental Health and Wellbeing

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

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

Sexual Misconduct Policy

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

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

Inclusive Syllabus Language

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

Providing Accommodations to Students with Disabilities

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

Policy on Class Attendance

It is critical that students attend classes from the beginning of the term. Students registered for a course that they do not intend to keep should drop it so that the spot is available for other students, and faculty will have an accurate course roster.

In most instances, students are not automatically dropped from a class roster for non-attendance. Classes dropped after the drop deadline will result in a "W" on a student's transcript whether or not the student has attended.

Even though students may be registered officially for a course, departments may give away a student's place in a course if the student does not attend:

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

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

Absences from Class Due to Illness or Other 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 other unanticipated event, it is the student's responsibility to notify the instructor and provide an explanation. With documented short-term absence due to illness or other unanticipated circumstance, instructors should provide reasonable effort to accommodate the

student in a way that maintains the integrity of the class.

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

Requiring Documentation for Missing Assignments

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

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

Students Representing the University in an Official Capacity Off-Campus

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

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

Religious-Academic Conflicts

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

Please see the policy as stated [on the Office of the Provost website](#).

Academic Progress Reports

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

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

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

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

When should you submit an *Academic Progress Report*?

- a student has not performed well on an exam or paper
- a student is not turning in assigned work, such as papers, problem sets, or other homework
- a student has not been attending class regularly

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

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

Examinations during the Term

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

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

Final Exams

LSA Faculty are expected to follow the Examination Schedule, per LSA Faculty Code, which states: **"The official examination schedule should be followed, and the instructor may not depart from the schedule."** The Final Exam Schedule is posted on the [website of the Office of the Registrar](#).

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

Alternate Exam Times

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

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

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

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

If the most students need an alternate exam time, the department should contact the Registrar's Office to discuss arrangements. To set up an alternate final exam, please submit a *Final Exam Request Form* which can be found [on the Registrar's website](#). However, changing the day/time of an exam is discouraged. If you do wish to request an official change in the time for your final exam, you must contact the Registrar's Office, LSA Suite 5000, 734.763.2113, finalexams@umich.edu. **If you change the published assigned time of the final exam, any student who wishes to take the final exam at the assigned time must be allowed to do so.**

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

Returning Papers and Exams

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

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

Grading

Office of Student Academic Affairs – Student Records

1213 Angell Hall

734.764.7297

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

lsa.student.records@umich.edu

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

Deadline for Submitting Final Course Grades

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

Posting Grades

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

Official Grades

Course grades are submitted via Wolverine Access by course instructors or department staff. Detailed information is available [online](#).

Pass/Fail

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

Audit

An official audit status in LSA is unusual. The audit requires approval in advance from both the instructor and the Office of Student Academic Affairs. 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.

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 Office of Student Academic Affairs for an official extension of the deadline.

Incompletes (I)

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

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

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

It’s a good idea to have a written agreement with the student about what work needs to be completed and when you expect it to be done. You are encouraged to use [the Instructor-Student Agreement for Finishing an Incomplete Course form](#).

In LSA, the deadline for finishing an Incomplete is the end of the fourth week of classes in the next full term (not Spring or Summer half terms) in which the student is enrolled. (The deadline for graduating seniors differs; contact the LSA Academic Auditors – lsa.auditors@umich.edu.) 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. 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 Office of Student Academic Affairs. A student must request an extension by obtaining your signature, representing your approval for an extension, on a [Time Extension Request Form](#). If you are not willing to allow the student extra time, then you should not sign the form, and the matter ends there. If you do agree to extra time, the time extension must still be approved taking into consideration the student’s history in our college, current circumstances, and the resolution of all other requests for extensions. 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 because this could allow the student the opportunity to retake the course. If you view this to be necessary for your student, please give a full explanation on the Time Extension Request Form. Time extensions beyond the end of the subsequent term cannot be approved.

Grade Designations: Summary of Transcript Notations

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

Pass/Fail	
P (passed)	credit, no honor points
F (failed)	no credit, no honor points
Credit/No Credit	
CR (credit)	credit, no honor points
NC (no credit)	no credit, no honor points
Satisfactory/Unsatisfactory	
S (satisfactory)	credit, no honor points
U (unsatisfactory)	no credit, no honor points

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

Withdrawal/Drop	
W (official withdrawal)	no credit, no honor points
ED (dropped unofficially)	no credit, no honor points
(A notation of ED for a graded election has the same effect on the grade point average as does an E.)	
Incomplete/Work in Progress	
I (incomplete)	no credit, no honor points
Y* (work in progress for project approved to extend for 2 successive terms)	no credit, no honor points
Official Audit (VI)	
VI (Audit)	no credit, no honor points
Miscellaneous Notations (NR, NG)	
NR (no report)	no credit, no honor points

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

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

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

Grade Changes

Once you have submitted a final grade, it cannot be changed except with the approval of the Office of Student Academic Affairs, 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 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, grade changes which are based on "extra" work the student was allowed to submit in an attempt to raise the grade will not be approved, unless the option to submit extra work was known by and available to all students in the class. Similarly, allowing a student to retake an exam gives that student an unfair advantage over the student who does not make a special request.

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

Unless you are sure that a change you would like to report fits under the *Faculty Code* definition of "an error," you should contact the Office of Student Academic Affairs before you make any commitments. If you have any questions about acceptable procedure under the *Faculty Code*, please call the Office of Academic Affairs at lsa.saa.office@umich.edu or 734.764.7297.

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

Retaining Grade Books or Electronic Grading Information

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

Grade Grievance

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

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

Once a decision is made regarding a grade grievance, there is no further appeal within the college or university. Questions about policy or specific cases should be directed to the Office of Student Academic Affairs (lsa.saa.office@umich.edu or 734.764.7297).

Repetition of Courses

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

Recording Level of Student Participation when Entering a Failing Grade

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

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

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

At universities where attendance taking is not required, OFA is required to confirm:

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

Academic Standing and Requirements

Office of Student Academic Affairs – Student Records

1213 Angell Hall
734.764.7297
lsa.student.records@umich.edu

At the end of each term and half-term, the academic records of all LSA students are reviewed and differing levels of progress status are attached to those experiencing academic difficulty. The college uses four statuses: Good Standing, Academic Progress Notice I, Academic Progress Notice II, and Academic Recess.

Good Standing

Good standing serves as an official notification that a student has achieved a 2.00 cumulative grade point average. Students in Good Standing may continue to enroll in classes.

Academic Progress Notice I

Academic Progress Notice I serves as an official notification that a student earned a cumulative grade point average below a 2.0 for one semester. Students on Academic Progress Notice I may continue to enroll in classes. To return to Good Standing from Academic Progress Notice I, the cumulative grade point average must be a 2.00 or higher. A student on Academic Progress Notice I who does not achieve a cumulative grade point average of 2.0 or higher at the end of the semester on notice will be placed on Academic Progress Notice II.

Academic Progress Notice II

Academic Progress Notice II serves as an official notification that a student earned a cumulative grade point average below a 2.0 for two consecutive semesters. Students on Academic Progress Notice II may continue to enroll in classes. To return to Good Standing from Academic Progress Notice II, the cumulative grade point average must be a 2.00 or higher. A student on Academic Progress Notice II who does not achieve a cumulative grade point average of 2.0 or higher at the end of the semester on notice will be placed on Academic Recess.

Academic Recess

Academic Recess serves as an official notification that a student has earned a cumulative grade point average below a 2.00 cumulative for three consecutive semesters. Students on Academic Recess are not eligible to enroll in classes.

A student returning from Academic Recess must apply for re-activation and returns to the university on Academic Progress Notice I.

LSA Academic Requirements Website

The [LSA Requirements website](#) lists and describes the college's academic policies and general requirements, LSA departments and programs and their faculty, major and minor program descriptions and requirements, and courses, reflecting the college curriculum approved by the LSA Curriculum Committee.

The policies and procedures described on this website govern academic matters affecting students enrolled in the college. Exceptions to these policies may be granted only upon written petition.

Rules for Degree Requirements

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

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

LSA Majors and Minors

LSA offers more than [85 majors, sub-majors, and other degree programs](#), as well as more than 100 minors. Majors and minors are facilitated by over 75 academic units and programs that span 41 departments.

Honors Plan

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

Many departments require their Honors majors to register for special seminars and independent study research courses. During the senior year, Honors majors carry out research and write a thesis under the direction of a faculty mentor. With only a few exceptions, graduation with Honors requires the completion of a Senior Honors thesis.

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

Course Election and Registration Procedures

Registration Procedures and Restrictions

Course Selection

Students read course descriptions and class meeting times on the [LSA Course Guide](#). The online Course Guide allows students to search for classes based on multiple criteria. It also provides quick access to [past course syllabi](#), and the [Atlas](#) database, which offers additional historical data on enrollment numbers and class composition for each course.

Registration

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

Drop/Add

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

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

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

Late Drop

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

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

Late Add

From the fourth to the ninth week (three through five of a half-term), students who wish to add a class will need to complete the online Late Add process available through Wolverine Access.

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

After the ninth week (fifth week of half-terms), students must submit a petition to add a class. Adds after the ninth week are scrutinized closely. Although the student may have secured an electronic override from you, the add is not automatically approved. 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.

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

Retroactive Late Drop/Add

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

The Office of Student Academic Affairs considers these petitions, but the likelihood of approval is small as there is a strict set of guidelines for adds or drops after the last day of classes. Students must explain their reasons for requesting the drop/add on the petition, which will provide you a context in which to discuss their standing in the class. Your comments on the late Drop/Add form are extremely valuable to the academic advisor and the Office of Student Academic Affairs, and your input is necessary on the petition for the student's request to be considered. Especially helpful is information regarding the student's attendance record, performance on graded assignments, timeliness in submitting required work, efforts to seek help outside the classroom, and so forth.

Understanding Course Restrictions and Controls

Prerequisites

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

There are three types of prerequisites:

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

Closed Classes

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

Waitlists

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

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

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

Overrides (Electronic Permissions)

Overrides allow all teaching departments to control entrance into those classes that have requirement groups, are “by consent of instructor or department only,” or are closed. If your class is “closed” in Wolverine Access, or if entry into the class requires permission of instructor, you may provide an electronic override to allow the enrollment. After obtaining permission from you to enter a closed class or restricted course with an override, students can then enroll through Wolverine Access. Instructors should contact their department to have an override issued for the student.

Academic Support and Research Opportunities

English Language Institute (ELI)

734.764.2413

lsa.umich.edu/eli

eli-information@umich.edu

The English Language Institute (ELI) provides English language instruction that supports international and multilingual students' academic success and prepares them to thrive in an increasingly multicultural world. ELI's extracurricular offerings build community among U-M's international students and scholars. ELI faculty and staff serve as advocates for a globally-minded campus climate in which individuals from all linguistic and cultural backgrounds feel that they belong and can thrive.

ELI's offerings include:

Credit Courses

ELI's one and two-credit [graduate](#) and [undergraduate](#) courses cover all areas of academic and professional English, based on the latest research in English for academic purposes. ELI courses are open to students in all U-M schools and colleges and require no additional fees.

Tutoring/Workshops

ELI's non-credit language resources include in-person and online tutoring in its [Graduate Language Clinics](#) and [Undergraduate Speaking and Writing Studio](#), as well as [workshops](#) targeting specific areas of academic English.

Conversation Circles

ELI's long-running [Conversation Circles](#) program is one of the largest programs for international students on campus, offering opportunities for informal language practice and cultural exchange via weekly volunteer-led group discussions.

International GSI Program

ELI's [International GSI Program](#) features specialized courses, mentoring, and language coaching, in partnership with U-M's Center for Research on Learning and Teaching (CRLT).

TESOL Teacher Training

ELI's TESOL teaching courses prepare students to teach English as a second language in local U.S. communities or abroad.

Language Resource Center (LRC)

734.647.0759

lsa.umich.edu/lrc

lrc.contact@umich.edu

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

Services and Facilities

The Language Resource Center is located on the lower level of North Quad. The media center includes a walk-in computer lab, two computer classrooms, a screening room, and a specialized collection of thousands of movies, audio, books, and self-study kits to support the study of language, literature, and culture on the U-M campus. We manage several online resources as well: Conversation Partner Database, Language Tutor Database, Yabla Language Immersion Video, Mango Language Learning. Additional services geared specifically toward faculty include: course reserves, consultations on technology and language teaching, workshops and individual training, audio/video production, and grant funding opportunities. We are home to the Language Bank; a volunteer based, year-round, community translation service. We host an annual translation marathon, Translate-a-thon, where volunteers come together to serve the translation needs of our local communities.

Math Lab

734.936.0160

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

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

Physics Help Room

734.764.5539

lsa.umich.edu/physics/undergraduate-students/introductory-physics-courses/tutoring.html

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

Science Learning Center (SLC)

734.764.9326

lsa.umich.edu/slc

slc@umich.ed

The Science Learning Center (SLC) is an interdisciplinary resource center that provides study and computing spaces as well as academic support programs to undergraduates enrolled in the natural sciences. The SLC promotes the diversity, equity, and inclusion of all students in STEM through providing out-of-classroom learning opportunities such as study groups, tutoring, GSI office hours, and workshops.

The SLC Main Branch is located in the atrium of the Chemistry Building (1720 Chemistry) and is home to several areas of activity, including: Mac and PC computers (faculty may reserve computers for classes or projects), eight meeting alcoves for GSI office hours (two alcoves equipped with computers, digital displays, and wireless projection), a flex space (reservable for small workshops, presentations, exam reviews, etc.), a loan desk for reserve and research materials, study lounge areas, and a tutoring room. The SLC's circulating collections include textbooks, study guides, science journals, and other supplementary materials. The meeting alcoves provide space for students to consult with Graduate Student Instructors (GSIs) or meet with a group of peers.

The SLC's Satellite Location is located on the second floor of the Undergraduate Science Building (2165 USB) where users find a large study lounge plus three team rooms available for GSI and faculty office hours and study groups. Both locations offer access to computers equipped with both general productivity and instructional software.

Services for Students with Disabilities (SSD)

734.763.3000

ssd.umich.edu

ssdoffice@umich.edu

Services for Students with Disabilities (SSD) is the office that is responsible for determining reasonable accommodations for students encountering barriers related to disability for all Ann Arbor degree programs except the Medical School. Disability can include, but is not limited to, visual impairments, learning disabilities, ADHD, ASD, mobility impairments, hearing impairments, chronic health and mental health conditions. As appropriate, SSD works with faculty to support them in implementing the accommodations in their courses, including coordinating some accommodations like sign language interpreters, note-takers, adaptive equipment and furniture.

Approved accommodations are communicated to faculty, at the request of the student, via an accommodation letter through the Accommodate Portal. Students requesting accommodations and/or adjustments to course policies due to disability without an accommodation letter should be connected with SSD. Faculty with questions about accommodations for their course should connect with SSD Coordinators. Faculty and employee accommodations, including student employees, are not under the purview of SSD.

Sweetland Center for Writing

734.764.0429

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

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

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

Testing Accommodation Center (TAC)

734.763.1334

ssd.umich.edu
ssdoffice@umich.edu

The Testing Accommodation Center serves the University of Michigan community by providing reasonable testing accommodations to students with verified disabilities and by advocating to make education accessible. The TAC is one option for accommodating tests for students with documented disabilities. The TAC staff can also help instructors navigate options for setting up accommodated testing outside of the TAC. To learn more about the TAC and its resources for instructors and students, please visit the [SSD Website](#).

Undergraduate Research Opportunity Program (UROP)

734.615.9000

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

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

- Researchers receive support from undergraduate research assistants. UROP pays student wages for those who are eligible through the work-study program and provides academic credit options.
- Faculty/U-M Researchers are eligible for UROP Supplementary funding to support out of pocket expenses incurred by mentoring a UROP student.
- Faculty/Researchers can partner with UROP on grants, including boiler-plate language for proposals.
- Letters of Support are provided by the Director of UROP to support professional development and opportunities for faculty, researchers, post-docs, and graduate students.

We encourage mentors to think of both virtual and in-person research tasks for students. For more information visit our [website or email us at \[urop.mentors@umich.edu\]\(mailto:urop.mentors@umich.edu\)](#).

Instructional Support

All instructors are encouraged to incorporate practices of inclusive teaching into their course. More information can be found on [LSA's Inclusive Teaching](#) site.

Center for Research on Learning and Teaching (CRLT)

734.764.0505
crlt.umich.edu
crlt@umich.edu

CRLT partners with LSA faculty, graduate student instructors (GSIs), and academic leaders to promote excellent teaching and equity-focused learning environments. Early career [orientations](#) and [teaching academies](#) are followed by many opportunities for further professional development.

- [Consultations](#) with CRLT staff may be requested at any time on a broad range of topics: creating equitable learning environments, teaching effectively in the college's new team-based learning classrooms, gathering and responding to midterm student feedback, planning or revising courses, responding to classroom challenges, teaching with technology, testing and grading, interpreting student evaluations, and writing a teaching statement. Appointments can be made through the [CRLT website](#) or by emailing crlt@umich.edu.
- [Grants](#) for faculty provide funding for individuals and collaborative groups wishing to pursue instructional innovations, as well as to study aspects of student learning in their courses or programs. Instructors can also nominate their own or colleagues' creative approaches to teaching and learning for the annual [Provost's Teaching Innovation Prize](#), a competition run by CRLT in partnership with the Provost's Office and the Library.
- [Seminars and learning communities](#) provide a forum for exploring topics in teaching with colleagues from across campus. All seminars are interactive, solidly grounded in the research on teaching and learning, and designed to offer practical suggestions that participants can incorporate into their classrooms. CRLT offers a seminar series in fall and winter, an Equity Focused Teaching at Michigan series in May, and programs specifically designed to meet the needs of instructors who teach courses that fulfill the race and ethnicity requirement. In collaboration with the LSA Dean's Office, CRLT runs the Large Course Initiative, a semester-long learning community for faculty who wish to use innovative approaches to engage students in courses with enrollments greater than 75.
- [Customized services](#) for departments include assistance with curriculum evaluation and revision, as well as the design and presentation of workshops and retreats that address specific teaching and learning needs. Programs to support departmental DEI strategic planning efforts include interactive workshops, as well as performances by the [CRLT Players](#) interactive theatre troupe, an innovative way to examine structures, processes, and behaviors that impact educational and institutional climate.
- CRLT's website offers a rich array of [resources on teaching and learning](#), including preparing to teach and training GSIs. The website also includes [a compendium of strategies and research to support equitable and inclusive teaching](#).

LSA Technology Services

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

LSA Technology Services – Contact us for all your instructional technology needs. We are your technology partner in creating enriching learning experiences for our students.

Service Centers for walk-in Support and equipment loan

- Mason G340
- MLB 2001 Media Center
- East Hall 1056

Instructional Design Consultation

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

Funding Opportunities

Technology Services staff are available to explore, plan, and support LSA faculty instructional technology projects and Digital Scholarship projects, including assistance in identifying and applying for relevant funding opportunities. Both Learning and Teaching Consultants and

Digital Scholarship Consultants can assist faculty in learning about options, organizing ideas, refining the grant application, planning project implementation, and creating assessment strategies. [Instructional and Instructional Technology Innovation Grants](#) to improve the undergraduate learning experience are open to all instructional staff in the College of LSA - Ann Arbor.

Equipment Loan

We have three equipment loan centers on the University of Michigan's Central Campus where LSA instructors, faculty, staff, and UM students enrolled in LSA courses may check out a wide variety of audio/visual equipment for short-term loan. Faculty may request specialized technology equipment needed to support learning experience be made available as a loan item for students.

Classroom Technology Support and Instructor Training

We provide audio-visual equipment and services support for all academic classes and events held in LSA classrooms. Urgent support is available upon request using telephone support line 734.615.0100. Majority of our classrooms are equipped with hybrid instruction technology as well as [lecture capture](#) capability.

We also provide training on using equipment in these instructional spaces. If you would like to request training, please complete and submit the [Online Request Form](#).

For more information about individual classrooms please visit [MClassrooms](#).

Canvas Support

Canvas is the Learning Management System (LMS) of the University of Michigan. All courses have a course site automatically created, inside Canvas, each term, and student and teacher accounts are automatically added according to enrollment. All instructors are encouraged to use the Canvas site for, at minimum, posting your syllabus and making course announcements. Final grades are submitted via Wolverine Access, but Canvas can make assignment submission and grading, and gradebook calculations, far easier.

If you have not used Canvas as an instructor before, consider taking a look at the [Canvas Overview](#) video. That will help orient you in Canvas. The [Canvas Instructor Guides](#) are also an excellent resource that answer many how-to questions.

Research Support

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

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

Computer & Desktop Support

We provide computer and desktop support services to faculty, staff, and students across the college. We assist faculty and staff with device requirements, selection, procurement, build, deployment, setup, and orientation activities to ensure that individuals are able to use their LSA-managed devices to teach, research, learn, and work.

Software Acquisition

The College of LSA is part of the [UmichITAM consortium](#). All college constituents may log into ITS Software Services ITAM Sharepoint site or the [U-M Software Directory](#) to browse the software portfolio. LSA Technology Services can also assist in the identification, acquisition, and licensing of other special-use software through this relationship with UmichITAM.

Website Services & Support

Our services include WordPress sites for faculty, labs, courses, conferences, and research projects, Adobe Experience Manager (AEM) implementation for departmental and unit websites, Web Hosting options, Google Analytics, Mailchimp, Unit Portals and the LSA Gateway. We also provide ongoing training, support and consulting services.

LSA Technology Services offers many other academic support and technology related services you may find useful. A comprehensive list is available on the [LSA Technology Services website](#).

The Center for Academic Innovation

734.764.2010
ai.umich.edu

The Center for Academic Innovation is where creativity, excellence, and the University of Michigan's aspirations for societal impact combine to reimagine the future of higher education. CAI acts as a hub for innovation on campus, partnering with the U-M community

to explore new modalities of learning and leverage the power of novel educational technology and translational research in service of strengthening the quality of a

Michigan education and enhancing our impact on society. The Center positions U-M for a blended future and as a global leader in academic innovation to create and inspire change in higher education and to reinforce an engaged and informed society.

CAI leverages U-M's unique combination of scale, disciplinary breadth of excellence, and commitment to public purpose to: expand access to a Michigan education; create a more diverse global learning population; create tools to enable student success; support and scale innovative teaching. CAI builds internal capacities, expertise, campus networks, and purposeful partnerships that enable learner-centered innovation across the institution and throughout the higher education ecosystem.

Office of the Registrar

Evaluations

<https://ro.umich.edu/faculty-staff/teaching-evaluations>
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 in [Blue](#), the Teaching Evaluation system. You will receive an email when it's time to preview your evaluation forms and optionally add questions. You can also find student response rates and reports in Blue.

Visit the Teaching Evaluation page on the Registrar's Office website for more details.

Examinations

<https://ro.umich.edu/faculty-staff/final-exam-scoring>
ro.examinations@umich.edu

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

Curriculum Maintainers Resource

<https://ro.umich.edu/faculty-staff/curriculum>
ro.curriculum@umich.edu

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

University Library

734.764.0400
lib.umich.edu

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

Campus Resources for Consultation and Referral

Conflict Resolution

Equity, Civil Rights & Title IX Office (ECRT)

734.763.0235

<https://ecrt.umich.edu>

ecrtoffice@umich.edu

The Equity, Civil Rights & Title IX Office (ECRT) provides leadership and support on matters relating to discrimination and discriminatory harassment for all members of the University of Michigan Community. ECRT addresses concerns which fall within the University's Policy on Sexual and Gender Based Misconduct and the Discrimination and Harassment Policy. This includes discrimination and discriminatory harassment on the basis of race, color, national origin, age, marital status, disability, religion, height, weight, veteran status, and sexual and gender-based misconduct (misconduct on the basis of sex, gender, sexual orientation, gender identity, gender expression). ECRT also provides programming and services for faculty, staff, and students to support diversity, inclusion, equal access, and equitable treatment in University programs. ECRT houses the ADA (Americans with Disabilities Act) Coordinator, the Title IX Coordinator, and the Civil Rights Director and consults on various matters related to preventing and resolving discrimination and discriminatory harassment and creating equitable learning and working environments.

Office of Student Conflict Resolution (OSCR)

734.936.6308

oscr.umich.edu

oscr@umich.edu

Build Trust. Promote Justice. Teach Peace.

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

Experiencing Conflict?

OSCR provides conflict resolution consultations and facilitates conflict resolution services. OSCR staff design and facilitate educational workshops on conflict management, conflict resolution, and listening skills to the University community on an ongoing basis. Workshops can be specifically tailored to each student organization, fraternity or sorority, and residence hall community.

Michigan Values: The *Statement of Student Rights and Responsibilities*

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

Conflict Resolution Services

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

Student Legal Services

734.763.9920

studentlegalservices.umich.edu

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

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

SLS also provides the following:

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

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

Student Life Office of the Ombuds

734.763.3545

ombuds.umich.edu

umstudentombuds@umich.edu

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

Financial/Registration

Financial Aid

734.763.6600

finaid.umich.edu umich.financialaidtv.com

financial.aid@umich.edu

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

Financial Services (Student Tuition and Bills)

Questions about financial status should be directed to [Financial Operations](#).

LSA Scholarships for Current Students

lsa.umich.edu/scholarships

lsascholarships@umich.edu

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

The Office of the Registrar

Ro.umich.edu

wolverineservices@umich.edu

Emergency Funds for Students

provost.umich.edu/studentemergencyfunds.html

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

Jobs, Internships, and Opportunities

Center for Global and Intercultural Study (CGIS)

734.764.4311

lsa.umich.edu/cgis

cgis@umich.edu

The Center for Global & Intercultural Study (CGIS) provides LSA students with a wide variety of global engagement and learning opportunities. With 100 programs in over 40 countries, CGIS offers students with diverse academic interests an opportunity to pursue an international experience while earning in-residence LSA credits. Non-LSA students are also welcome to participate in CGIS programs but should consult with their academic advisor first before applying to a CGIS program. The LSA Scholarship Office has worked with CGIS to ensure that LSA students eligible for financial aid can apply for the LSA Study Abroad Scholarship to help fund an international experience. In addition to the LSA Study Abroad Scholarship, there are plenty of other funding options available! CGIS also offers opportunities for LSA faculty to lead groups of students abroad.

LSA Opportunity Hub

734.763.4574

lsa.umich.edu/opportunityhub

lsa-opphub@umich.edu

The LSA Opportunity Hub is a transformative career exploration center for undergraduate liberal arts and sciences students, especially those who are historically underserved.

Just like fingerprints, no two student journeys at U-M LSA are identical. But for *all* LSA students, the Hub serves to propel their self-discovery, career exploration, and professional development forward in a rich liberal arts approach: pursuing purposeful work and meaningful career paths.

We connect your students to:

- Personalized coaching and workshops
- Applied mini-courses for deeper career reflection
- Employer connections and recruiting
- Internships, job shadowing opportunities, and jobs
- Online alum networking via LSA Connect
- Mentorship with alum mentors
- Funding for internships
- And so much more

Student Employment Office

734.763.4128

studentemployment.umich.edu

student.employment@umich.edu

The Student Employment Office is an excellent resource for students investigating temporary part-time employment opportunities. This office maintains an up-to-date listing of work-study and non-work-study positions, both on- and off-campus. Students can view the positions available on the Student Employment Office website seven days a week, 24 hours a day. To apply for a position, students should contact the person listed for that particular job.

To be employed at the university or work for a university-approved off-campus employer, U-M Ann Arbor students must complete an online Student Employment Application on the Wolverine Access Student Business page and complete standard employment paperwork with the Shared Service Center.

The University Career Center

734.764.7460

careercenter.umich.edu

careercenter@umich.edu

The University Career Center (UCC) works with students from all schools/colleges and leverages its relationships with employers, alumni/ae, and graduate/professional schools to support students in making meaningful connections and career decisions. Students (first-year through

Ph.D.) developing their career plans, seeking full-time jobs/internships, and preparing for graduate/professional school should actively engage with this campus resource early in their academic preparation. Students:

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

Psychological/Physical Health

Counseling and Psychological Services (CAPS)

734.764.8312

caps.umich.edu

caps-uofm@umich.edu

Counseling and Psychological Services provides multicultural, multi-theoretical, and multidisciplinary expert and caring mental health support to currently enrolled University of Michigan Ann Arbor students at no charge. CAPS professional staff consist of licensed psychologists, social workers, professional counselors, and advanced level graduate students in the mental health field. Services include time-limited individual, relationship and group therapy, consultations, crisis intervention, online screenings, workshops, outreach presentations, and assistance with referrals. Common reasons students seek CAPS services include anxiety, depression, emotional management, stress, and academic concerns. CAPS staff also provide consultation to family members, friends, and U-M staff or faculty members concerned about a student.

New U-M students are encouraged to download “Go Blue! A New Student's Guide to Surviving and Thriving at U-M: Mental Health Tips.” You can follow CAPS on Instagram and TikTok (@umichCAPS), subscribe to the CAPS YouTube channel (@UMCAPS), or download the Stressbusters phone app.

Mental Health Resources for Instructors

Resources to help faculty support students can be found at <https://caps.umich.edu/node/378>. If you have access to an iPhone, you can also download “CAPS Faculty Toolkit” for suggestions on how to help a student and to create an environment supportive of mental health.

Sexual Assault Prevention and Awareness Center (SAPAC)

734.764.7771

sapac.umich.edu

sapac@umich.edu

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

University Health Service (UHS)

734.764.8320

uhs.umich.edu

UHS is a health care clinic and wellness resource located in one building on central campus. In-person and telehealth (video, phone, and patient portal messaging) are available. UHS provides testing and health care for COVID-19 - see uhs.umich.edu/2019-nCoV. For patient safety, appointments are required for all clinic visits. Nurse advice by phone is available day and night, saving a trip to UHS or the ER. See [How to Get Health Care](https://uhs.umich.edu/appt) at uhs.umich.edu/appt. Services are confidential and provided by licensed, credentialed health care providers.

Most currently enrolled U-M students (Ann Arbor campus) pay nothing for most primary care and specialist visits at UHS because they pay the health service fee as part of tuition. Besides these primary care and specialist visits, students (and their health insurance) may be billed for other services. See [Costs for Students](https://uhs.umich.edu/costs-students) at uhs.umich.edu/costs-students

Students should have health insurance to help pay for medical expenses at UHS and elsewhere. Students who need health insurance may purchase the [Domestic Student Health Insurance Plan](https://uhs.umich.edu/dship) at uhs.umich.edu/dship.

[Wolverine Wellness services](#) include Wellness Coaching, information, referrals, support for students in recovery from alcohol and other drug problems, collaboration, and consultation to support student success.

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

Student Life

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

Student Athletes/Athletics

Academic Success Program

Ross Academic Center 734.647.3709

<https://mgoblue.com/sports/academic-success-program>

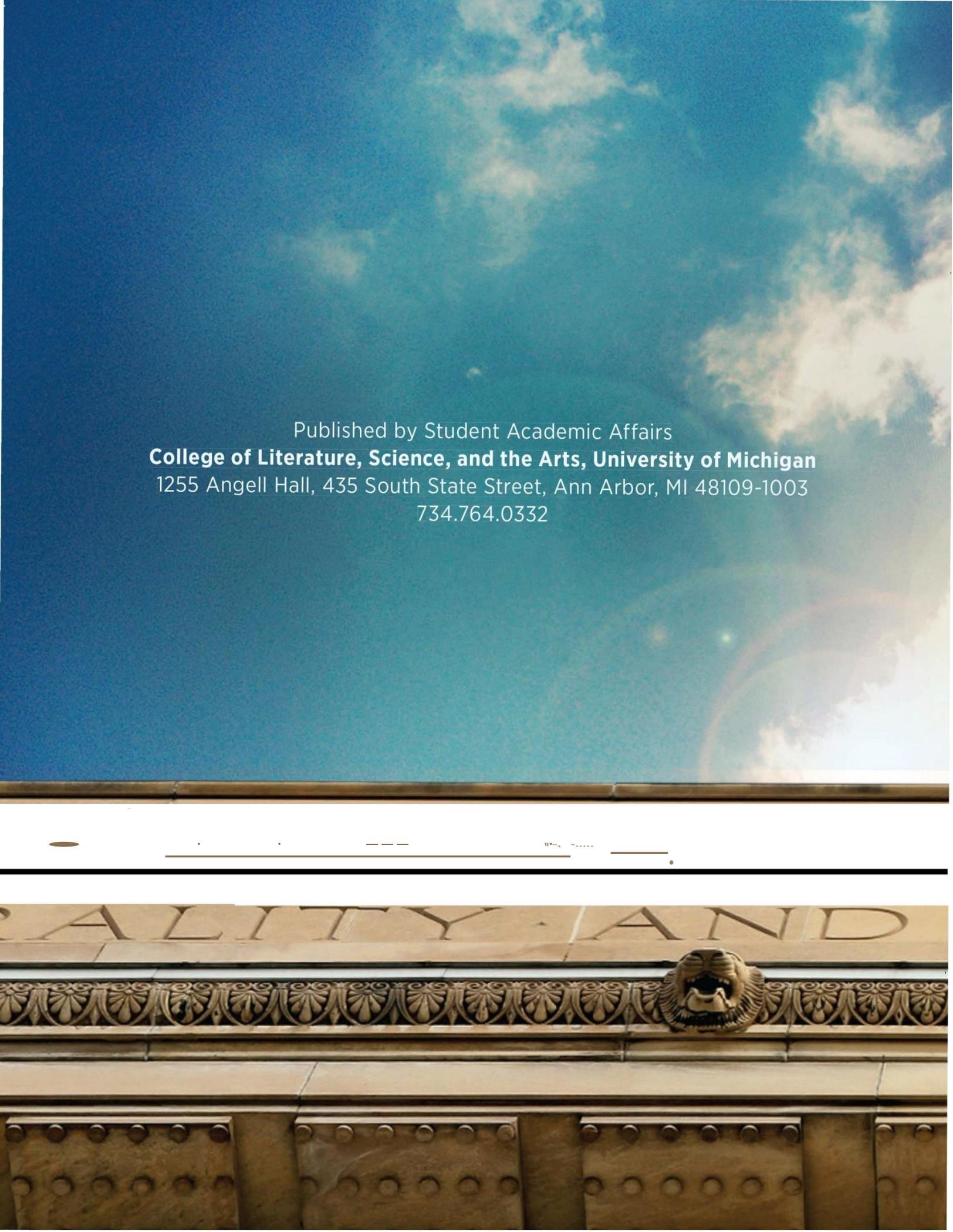
The Academic Success Program (ASP) provides personnel and services to support, direct, and promote student-athlete development, academic achievement, academic athletics eligibility, and progress toward graduation. These services are dedicated to facilitating student performance and personal responsibility.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

The Stephen M. Ross Academic Center provides academic study space for more than 900 U-M student-athletes: individual and group study areas, computer labs, meeting rooms for tutorial work, a large meeting room, and assembly areas for group projects, and offices for instructional support staff.

LSA Academic Calendar 2023-2024

*Dates are best estimates and are subject to change.

	Fall '23	Winter '24	Spring '24	Summer '24	Sp/Sum '24
Last day to disenroll from term without fees	August 27, Sunday	January 9, Tuesday	May 6, Monday	June 27, Thursday	May 6, Monday
Classes begin; Disenrollment and registration fees begin to apply	August 28, Monday	January 10, Wednesday	May 7, Tuesday	June 28, Friday	May 7, Tuesday
Last day ... <ul style="list-style-type: none"> • to withdraw (100% tuition waiver, less disenrollment and registration fees) • for tuition adjustment for a reduced load • for regular add/drop (no "W" for drop) 	September 18, Monday	January 30, Tuesday	May 20, Monday	July 11, Thursday	May 28, Tuesday
Authorization needed to add or drop; "W" posted for drops	Beginning September 19, Tuesday	Beginning January 31, Wednesday	Beginning May 21, Tuesday	Beginning July 12, Friday	Beginning May 29, Wednesday
Deadline to finish prior term incompletes	September 22, Friday	February 6, Tuesday	September 22, Friday	September 22, Friday	September 22, Friday
Grade grievance deadline	February 23, Friday	October 8, Tuesday	October 8, Tuesday	October 8, Tuesday	October 8, Tuesday
*Last day to withdraw from all classes with a 50% tuition waiver	October 9, Monday	February 20, Tuesday	May 22, Monday	July 18, Thursday	June 18, Tuesday
*Begin full fees for students who withdraw	October 10, Tuesday	February 21, Wednesday	May 23, Tuesday	July 19, Friday	June 19, Wednesday
Last day for approved late add	October 27, Friday	March 22, Friday	June 7, Friday	August 2, Friday	July 5, Friday
Classes end Last day for approved late drop, term withdrawal, and to elect pass/fail grading	December 6, Friday	April 23, Tuesday	June 24, Monday	August 13, Tuesday	August 13, Tuesday
Study days	December 7, Thursday; 9-10, Saturday-Sunday	April 24, Wednesday; April 27-28, Saturday-Sunday	June 5, Tuesday	August 14, Wednesday	August 14, Wednesday
Examination period	December 8, Friday; December 11-15, Monday-Friday	April 25-26, Thursday-Friday; April 29-May 2, Monday-Thursday	June 26-27, Wednesday-Thursday	August 15-16, Thursday-Friday	August 15-16, Thursday-Friday
No classes	Labor Day Holiday September 4, Monday	Martin Luther King, Jr. Holiday January 15, Monday	Memorial Day Holiday May 27, Monday Juneteenth June 19, Wednesday	Independence Day Holiday July 4, Tuesday	Memorial Day Holiday May 27, Monday Juneteenth June 19, Wednesday Independence Day Holiday July 4, Tuesday
Recess	Fall Study Break October 16-17, Monday-Tuesday Thanksgiving Recess November 22, Wednesday through November 24, Friday	Mid-Winter Recess February 24, Saturday through May 17, Sunday			
*Tuition Payments (by 5:00pm)	August 31, Thursday	January 31, Tuesday	TBD	TBD	TBD
Commencement	December 17, Sunday	May 4, Saturday	N/A	N/A	N/A
University Honors Convocation	N/A	March 24, Sunday	N/A	N/A	N/A

The image features a vibrant blue sky with wispy white clouds. A faint, multi-colored rainbow is visible on the right side. At the bottom, there is a decorative architectural border with a repeating pattern of stylized acanthus leaves and a central lion's head. Below the border, a portion of a stone surface with circular indentations is visible.

Published by Student Academic Affairs
College of Literature, Science, and the Arts, University of Michigan
1255 Angell Hall, 435 South State Street, Ann Arbor, MI 48109-1003
734.764.0332