

2024-2025

Handbook for Faculty and Instructional Staff



Student Academic Affairs

lsa.umich.edu/SAA | lsa.saa.office@umich.edu | 734-764-7294

435 South State Street, Ann Arbor, MI 48109

Table of Contents

New for 24-25.....	5
Academic Calendar.....	6
Instructional Support Resources.....	7
CRLT	7
LSA Technology Services	8
Research Support.....	9
Website Services & Support	9
The Center for Academic Innovation (CAI).....	10
Registrar Office.....	10
Library.....	11
Relevant Academic Policies and Procedures	12
FERPA.....	12
Class Meeting Times	13
Appropriate Class Begin/End Times.....	13
Special Room Requests.....	13
Class Roster.....	14
Syllabus Statements.....	14
Providing Accommodations to Students with Disabilities.....	16
Policy on Class Attendance	16
Absences from Class due to Illness	16
Time Conflicts.....	17
Students Representing the University in an Official Capacity	17
Religious-Academic Conflicts.....	17
Academic Progress Reports	18
Examinations during the Term	18
Final Exams	18
Alternate Exam Times	19
Returning Papers and Exams	19
Grades and Grading.....	20
Office of Student Academic Affairs.....	20
Deadline for Submitting Final Course Grades	20
Posting Grades	20
Pass/Fail.....	20
Audit.....	20
Grading for a Two-Term Course (Y).....	21
Incompletes (I)	21
Time Extensions for Incompletes	22
Grade Changes	23
Guidelines for Course Gradebooks	23
Faculty Responsibility for a Course and Reserve Instructors.....	24
Unexpected Instructor Changes During a Term	24
Grade Grievance	24
Repetition of Courses	25

Recording Level of Student Participation when Entering a Failing Grade	25
Registration Information.....	26
Course Selection.....	26
Registration	26
Drop/Add	26
Understanding Course Restrictions and Controls	27
Prerequisites	26
Closed classes.....	28
Waitlists	28
Overrides (Electronic Permissions)	28
Support in Navigating Challenging Situations.....	29
Classroom Conduct and Disruptive Students.....	29
Academic Integrity.....	32
LSA Community Standards.....	31
Filing a Formal Complaint with the Office of Student Academic Affairs	32
Resolving Academic Misconduct by Instructor Resolution	33
What to do if.....	34
Student Resources	36
Academic Support.....	36
English Language Institute (ELI).....	36
Language Resource Center.....	37
Math Lab.....	37
Physics Help Room.....	37
Science Learning Center (SLC)	38
Services for Students with Disabilities (SSD)	38
Sweetland Center for Writing.....	39
Testing Accommodation Center (TAC).....	39
Academic Advising	39
Newnan LSA Academic Advising Center	39
Comprehensive Studies Program (CSP).....	40
Honors	41
Residential College (RC)	41
Departmental Advising	41
Academic Opportunities.....	42
Center for Global and Intercultural Study (CGIS).....	42
Undergraduate Research Opportunity Program (UROP).....	42
Financial	41
Financial Aid	43
Financial Services (Student Tuition and Bills)	43
LSA Scholarships for Current Students	43
Emergency Funds for Students	44
Office of the Registrar.....	44
Health and Wellness.....	45
Counseling and Psychological Services (CAPS).....	45

Sexual Assault Prevention and Awareness Center (SAPAC)	45
University Health Service (UHS).....	46
Student Life.....	46
Career Development and Jobs	46
LSA Opportunity Hub	46
Student Employment Office.....	47
The University Career Center	47
Other Supports.....	48
Equity, Civil Rights & Title IX Office (ECRT)	48
Office of Student Conflict Resolution (OSCR).....	48
Student Legal Services	49
Student Life Office of the Ombuds	50
Student Athletes-Academic Success Program.....	50

The 24-25 Handbook

This year's instructional handbook has been reorganized to prioritize information most relevant to instructors. Early sections provide information on instructional support opportunities as well as academic policies or procedures that most impact faculty. This is followed by information on how to navigate challenging situations. The handbook closes with information on support resources for students.

Please also note the following new or updated items:

- Late add/drop deadline (see pages 6 and 25)
- Pass/fail deadlines (see page 6)
- Time conflict policy (new) - see page 17
- New grading guidance for instructors (see pages 23-24)
- A "what to do if..." section for challenging student situations (see page 34)

Finally, we are excited to have launched an updated [Academic Integrity](#) website and an easier-to-navigate [Academic Policy](#) website for this academic year.

Academic Calendar

*Dates are best estimates and are subject to change.	Fall '24	Winter '25	Spring '25	Summer '25	Sp/Sum '25
Last day to disenroll from term without fees	August 25, Sunday	January 7, Tuesday	May 5, Monday	June 25, Wednesday	May 5, Monday
Classes begin; Disenrollment and registration fees begin to apply	August 26, Monday	January 8, Wednesday	May 6, Tuesday	June 26, Thursday	May 6, Tuesday
For full-term classes, Last day ... <ul style="list-style-type: none"> • to withdraw (100% tuition waiver, less disenrollment/registration fees) • for tuition adjustment for reduced load • for regular add/drop (no "W" for drop) 	September 16, Monday	January 28, Tuesday	May 19, Monday	July 9, Wednesday	May 27, Tuesday
Authorization needed to add or drop; "W" posted for drops	Beginning September 17, Tuesday	Beginning January 29, Wednesday	Beginning May 20, Tuesday	Beginning July 10, Thursday	Beginning May 20, Tuesday
Deadline to finish incompletes	September 20, Friday, for WN24, SP24, SU24, and SS24 incompletes	February 7, Friday, for FA24 incompletes	Deadline for WN25, SP25, SU25, and SS25 incompletes is Friday, September 19, 2024		
Grade grievance deadline for previous terms	October 7, 2024 (Tuesday) for WN24, SP24, SU24, and SS24 courses	February 20, 2025 (Thursday) for FA24 courses	October 7, 2025 (Tuesday) for WN25, SP25, SU25, and SP/SU25 courses.		
*Last day to withdraw from all classes with a 50% tuition waiver	October 7, Monday	February 18, Tuesday	May 27, Tuesday	July 16, Wednesday	June 16, Monday
*Begin full fees for students who withdraw	October 8, Tuesday	February 19, Wednesday	May 28, Wednesday	July 17, Thursday	June 17, Tuesday
Last day... <ul style="list-style-type: none"> • to late add full-term courses • to late drop full-term courses ("W" posted) • to late pass/fail full-term courses 	November 1, Friday	March 7, Friday (end of 9th week)	June 6, Friday (end of 5th week)	July 25, Friday (end of 5th week)	July 4, Friday (end of 9th week)
Classes end Last day for term withdrawal for full-term courses	December 9, Friday	April 22, Tuesday	June 20, Friday	August 12, Tuesday	August 12, Tuesday
Study days	December 10, Tuesday; December 14-15, Saturday-Sunday	April 23, Wednesday; April 26-27, Saturday-Sunday	June 21-22, Saturday-Sunday	August 13, Wednesday	August 13, Wednesday
Examination period	December 11-13, Wednesday-Friday; December 16-18, Monday-Wednesday	April 24-25, Thursday-Friday; April 28-May 1, Monday-Thursday	June 23-24, Monday-Tuesday	August 14-15, Thursday-Friday	August 14-15, Thursday-Friday
No classes	Labor Day - September 2	Martin Luther King, Jr. - January 20	Memorial Day - May 26,	Independence Day - July 4,	Memorial Day - May 26, Monday; Independence Day - July 4, Friday
Recess	Fall Study Break October 14-15, Thanksgiving Recess - 5:00pm November 27 through November 29	Mid-Winter Recess - March 1-March 9,			
Commencement	December 15, Sunday	May 2, Saturday	N/A	N/A	N/A
University Honors Convocation	N/A	March 26, Sunday	N/A	N/A	N/A

Instructional Support Resources

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.

CRLT offers 2 programs focused specifically on the needs of large courses. In collaboration with the LSA Dean's Office, CRLT runs the [LSA 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. [CRLT's Foundational Course Initiative \(FCI\)](#) focuses on large, introductory courses of 150 students or more that offer gateways into a major or a field of study. CRLT's FCI consultants partner with department teams in a multi-year collaboration to transform these courses into engaging, equitable, and inclusive learning experiences for all students.

[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 theater 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/techology-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.

[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 (CAI)

734.764.2010

ai.umich.edu

The Center for Academic Innovation supports a culture of innovation on campus. Our mission is to collaborate across campus and around the world to create equitable, lifelong educational opportunities for students and learners everywhere. Our vision is a future in which education connects and empowers learners everywhere to reach their full potential throughout their lives.

The center stewards the university's [Academic Innovation Fund](#) (AIF). The AIF provides the U-M community with in-kind support and financial resources from CAI in the innovation areas outlined below. These funds support the creation, growth, and research of engaged, inclusive, and innovative educational experiences consistent with our mission and vision, and the university's storied history of innovation.

Online Learning Design, Creation, and Operations

As creators and stewards of [Michigan Online](#), we have partnered with U-M faculty to create hundreds of open online courses that have enrolled over 11 million learners worldwide. We work closely with academic units to scope, design, develop, and maintain online and hybrid for-credit learning experiences and degree programs.

Tools that Support Student Success

We partner with instructors and units across campus to provide students access to the center's [educational technology tools](#), including Atlas, GradeCraft, Spire, Tandem, ECoach, and Problem Roulette. These tools are currently used by more than 99% of U-M-Ann Arbor students and at over a hundred universities worldwide.

Experiential & Emerging Technology Design & Production

Using state-of-the-art virtual production and extended reality technologies, we partner with faculty to design and develop pedagogically sound learning experiences for residential students and online learners. We think critically about effective pedagogical design using these technologies and examine the application and efficacy of technologies, including XR and generative AI in teaching and learning.


Educational Research & Data

The center's educational research and analytics experts support U-M faculty research, and conduct important research into the impact of academic innovation interventions on teaching and learning. They also work with campus partners in the design and stewardship of the [U-M Online Learning Data Warehouse](#) to enable research into the experience and efficacy of online learning.

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.

Curriculum Maintainers

<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](#).

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

Relevant Academic Policies and Procedures

FERPA

All LSA students have an academic advising file containing placement test scores, unofficial copies of academic records, 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 others 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 own academic files in accordance with [university FERPA guidelines](#). Students who wish to review their advising files may do so by scheduling an appointment with an academic advisor. Students may request copies of most information in their academic files. They also may add clarifying notes and other materials to their advising files. Requests for deletions and additions of material from an advising file should be addressed in writing to the [LSA Office of Student Academic Affairs](#)

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 Student Academic Affairs](#).

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.

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.

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

(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 Names

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](#).

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

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 recognizes disability as an integral part of diversity, equity and inclusion; and is committed to creating as accessible educational environment for students with disabilities/disabled students as possible.

Disability can include: mental health conditions, ADHD, learning disabilities, autism, chronic illness, physical conditions, sensory conditions, and more.


If you anticipate or are experiencing barriers based on disability or temporary injuries, Services for Students with Disabilities (SSD) (ssd.umich.edu) is the office that students work with to explore reasonable accommodations, tools, and resources.

- If **you are already connected** with SSD and have approved accommodations, please share your letter through Accommodate as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You may reach out to me or your Disability Access Coordinator if you have any questions or concerns about your accommodations.
- If **you have not connected** with SSD and anticipate or are experiencing a disability-related barrier, and would like to discuss accommodations and/or resources, please contact SSD by completing their initial information form (<https://ssd.umich.edu/>)
- If **you have a temporary medical injury/condition**, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the SSD as noted above.

For more information, call 734-763-3000 or email ssdoffice@umich.edu.

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

Providing Accommodations to Students with Disabilities

Students who have a disability have a legal right to accommodations when necessary due to barriers. Services for Students with Disabilities (SSD) is the university entity that determines what accommodations are appropriate because of disability for students in academics. SSD communicates a student's approved accommodations via an Accommodation Letter using the Accommodate Platform. More information about using using Accommodate can be found at the SSD Faculty/Staff page (<https://ssd.umich.edu/instructors>).

In order to receive these accommodations in a course, a student must submit a semester request, which is unique to each course they are taking and must be requested each semester or upon changing their schedule, in advance of needing the accommodation. While deadlines (such as during the first two weeks of school) cannot be implemented, advanced notice of accommodations is expected. Once faculty have received the accommodation letter faculty must make a good faith effort to implement the accommodations as quickly as possible. Faculty and students should communicate about the accommodations to ensure there is a clear understanding of how the accommodations will apply in the course. Accommodations should not alter the fundamental integrity of a course and faculty with concerns around providing an accommodation need to contact the SSD Coordinator to discuss their concerns. This should happen before communicating with a student.

The purpose of accommodations is not to give students with disabilities an unfair advantage, but rather to give them an opportunity to demonstrate mastery of course content without being penalized due to disability.

If you have questions about accommodations or the process, you need to contact SSD at 734.763.3000 or ssdoffice@umich.edu.



Policy on Class Attendance

Students are expected to attend all classes. Students may be dropped from a course by the department for non-attendance. Students registered for a course that they do not intend to keep should drop it as soon as possible so that the space is available for other students.

While there is no college-wide attendance policy, departments or individual instructors may have such policies and should post them on their syllabi.

Note: Students who register for a course after it has begun may not be held responsible for attendance prior to registration but will be held responsible for completing any assessments (i.e. homework, quizzes, papers) that occurred prior to registration.

Absences from Class due to Illness

Students are expected to attend all classes. Students may be dropped from a course by the department for non-attendance. Students registered for a course that they do not intend to keep should drop it as soon as possible so that the space is available for other students. While there is no college-wide attendance policy, departments or individual instructors may have such policies and should post them on their syllabi. Note: Students who register for a course after it has begun may not be held responsible for attendance prior to registration but will be held responsible for completing any assessments (i.e. homework, quizzes, papers) that occurred prior to registration.


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.

Time Conflicts

Students may not enroll simultaneously in two or more classes that meet at the same time or overlap even briefly. Time conflicts can impact your ability to be successful in a class and can cause disruptions to instructors and other students. Exceptions to this policy will be permitted only if one of the classes does not meet on a regular basis, such as an independent study, research, or internship that permits independent work. Students who register for conflicting or overlapping courses must seek permission from both instructors and are responsible for any issues or exam conflicts that arise from scheduling classes that overlap. Instructors are not obligated to accommodate time conflicts. Students may be dropped from courses that conflict.

Students Representing the University in an Official Capacity

There may be instances when students must miss class due to their commitment to officially represent the university. These students may be involved in performing arts, scientific or artistic endeavors, or intercollegiate athletics. While



absence from class in these instances are excused, students are still responsible for any part of the course missed during their absence.

Within reason, an instructor should provide appropriate arrangements to the student for missed work, providing such accommodations does not place unreasonable burden on the instructor or fundamentally alter the integrity of the course.

When the absence coincides with an exam or other assignment due date, the options to make up that missed work may be limited and will be determined by the instructor within the boundaries of the course.

For further information, consult with your department's chair.

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. It is the obligation of students to provide faculty with notice of the dates on which they will be absent for religious observance by the end of the drop/add deadline of the term.

Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course.

Should disagreement arise over any aspect of this policy, the parties involved should contact the department chair, the dean of the school, or the student ombudsperson. Final appeals will be resolved by the provost.


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. Progress reports can be submitted at any time during the term – however, it is recommended that they be submitted as soon as there is a concern about a student. However, midway through the term, you will receive an email solicitation to submit Progress Reports for a set of “requested” students who are affiliated with a student academic success unit on campus (e.g. the comprehensive Studies Program and Athletic Department’s Academic Success Program). Please note that they will receive a copy of your Progress Report submission so any notes you include should be appropriate for student viewing.

Progress reports can be submitted for the following reasons:

- No or poor attendance
- Poor performance on early course assessments
- Late or missing assignments
- Any sudden change in performance

- 
- Any academic or non-academic concerns
 - To provide extra encouragement

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 units.

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


The [final exam schedule](#) is published by the Office of the Registrar each term. Instructors may not depart from the official schedule.

- Final assessments may not be scheduled by instructors during regular instructional class time (including the last day of class) regardless of whether they are called "final exams."
- Final assessments may not be scheduled during Study Days.
- Final assessments scheduled for one date and time within the Final Examination Period may not be moved to another date without prior approval of the Office of the Registrar.
- If the instructor receives permission to change the final exam time, any student who wishes to take the exam at the originally assigned time must be allowed to do so.
- Individual students needing an alternative final exam time may be accommodated on an individual basis by the instructor.
- Time conflicts between final exams as a result of a student enrolling for two courses that meet at the same time do not need to be accommodated by instructors.
- If any student is assigned four final examinations during the same day, the student may request rescheduling of one exam from the Office of the Registrar.

Alternate Exam Times

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

The Faculty Code allows for the possibility that an individual student might need to take the final earlier or later than the designated time, which is possible by mutual agreement between instructor and student. If a particular alternate exam



time is needed, students must notify their instructor of conflict at least two weeks before the final exam period. Every reasonable effort should be made for students who ask to be accommodated.

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

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

Conflicts with regard to the published schedule will be reviewed by the Office of the Registrar. A written request should be filed with the Office of the Registrar, LS&A Bldg Suite 5000 or via email to finalexams@umich.edu, at least two weeks prior to the beginning of the Final Examination Period.

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.

Grades and Grading

Office of Student Academic Affairs

1213 Angell Hall
734.764.7297

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

Pass/Fail

A student may elect Pass/Fail grading for any regularly graded course Pass/Fail by modifying the course through Wolverine Access. The specific date by which an LSA student must make this decision is posted on the LSA website. A student cannot change to or from Pass/Fail after the deadline for making that decision. You will report letter grades for all students, regardless of whether they have elected pass/fail grading. The registration system will then 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, Global Course Connections, or some Biological Sciences research courses) are approved as "two-term" sequences. In these *specially approved cases only*, an instructor can report a Y grade at the end of the first-term course to indicate work in progress. When a final grade is reported at the end of the second term, that final grade is posted for both terms' elections.

In cases where a Y grade is reported for a course which is not approved to extend for two successive terms, an I (Incomplete) is posted on the transcript and the course is subject to the regular deadline for incompletes.

Incompletes (I)

An incomplete (denoted on the transcript as "I") is a temporary grade that indicates a course has not yet been completed. Incompletes should only be granted when:

- the student has extenuating non-academic circumstances prohibiting the completion of the course (serious illness, car accident, death of a family member, etc.)
- the remaining amount of work in the course is small (such as a final exam or paper)
- and the student's standing in the course is at least a C- or higher.

Instructors have discretion in granting an incomplete and should only give consideration if the above criteria are met AND they are willing to support the student in the completion of remaining course requirements. **An incomplete grade should not be given without being requested by the student. Incompletes should not be used to allow a student to retake the course in a future term. Additionally, an Incomplete grade should not be used as a substitute for a failing grade or withdrawal.**

If an incomplete is agreed upon, both the student and instructor should mutually understand the reasons for the "I" grade and the expectations and timelines for completion of work. It is recommended that the student and instructor have a written agreement of work to be completed and timeline.

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.

A few courses (e.g., senior Honors thesis courses, Global Course Connections, or some Biological Sciences research courses) are approved as "two-term" sequences. In these specially approved cases only, an instructor can report a Y grade at the end of the first-term course to indicate work in progress. When a final grade is reported at the end of the second term, that final grade is posted for both terms' elections.

In cases where a Y grade is reported for a course which is not approved to extend for two successive terms, an I (Incomplete) is posted on the transcript and the course is subject to the regular deadline for incompletes.

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 by the Office of Student Academic Affairs. Requests for extensions of time may be petitioned to the LSA Office of Student Academic Affairs and require approval of the instructor. If you are not willing to allow the student extra time, then you should not approve the extension 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.

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 Student Academic Affairs at Isa.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.

Guidelines for Course Gradebooks

Maintaining a secure gradebook is essential for the conduct of all courses, and is the responsibility of the course instructor. Grades awarded to students for assignments during the term provide them with important feedback. Seeing a summary of all individual assignment grades allows each student to assess their overall progress in a course. As a result, students should have access to an up-to-date record of their individual grades. We recommend that all courses utilize the Canvas gradebook as a mechanism for both securely recording grades and providing students with access to a summary of their performance to date. If another gradebook mechanism is used, it should also provide students with access to an up-to-date record of their individual grades.

To ensure continuity of instruction, departments must have access to the gradebook of every course they offer.



Faculty Responsibility for a Course and Reserve Instructors

Every course should be the responsibility of a faculty member. In most cases, that faculty member will be the instructor of record for the course, and may support and oversee the work of GSIs who also contribute to instruction. When a GSI is the instructor of record for a course, a faculty member must also be assigned responsibility for the course as a reserve instructor. In many cases, the reserve instructor for all GSI-led courses will simply be the department's director of undergraduate studies or chair.

The reserve instructor takes responsibility for ensuring that every GSI-led course they are assigned comes to a successful conclusion. To meet this responsibility, the reserve instructor must have instructor access to each course's Canvas site and gradebook. In most cases, the reserve instructor will have no role in the actual instruction or grading. If necessary, they may be asked to confirm that the course is completed and its grades reported.

Unexpected Instructor Changes During a Term

If an instructor leading a course becomes unavailable to teach during the term, the department is responsible for ensuring that the course comes to a successful conclusion.

In most cases, the department will do this by identifying an appropriate replacement instructor.

If the term has just begun, the department may decide to cancel the course. This should be done in a manner which carefully considers and seeks to mitigate possible impacts on students enrolled in the course.

If the term is nearly over, the department may decide to conclude the course, though this should be avoided if at all possible. If a course concludes early, the department should calculate and report final grades for students in a manner which they believe carefully considers impacts on students enrolled in the course.

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 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 (lisa.saa.office@umich.edu or 734.764.7297).

Repetition of Courses

Students may retake any course taken in residence, regardless of original grade earned. However, the following policies will be applied:

- Retaking a course in which a grade of A+ through C, P, CR, or S was earned will result in no additional credit or honor points. The course and grade appear on the transcript with the notation "Not for Credit."
- Retaking a course in which C- through D- was previously earned will receive honor points but no additional credit toward a degree. The course appears on the transcript with the notation "Repetition."
- Retaking a course in which an E, F, or U grade was originally earned produces both credit toward degree and honor points for courses elected on the graded pattern. There is no special transcript notation.

In all cases, the first election and grade earned remain on the transcript and, if taken as graded, are included in GPA calculations.

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

Registration Information

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 can be found on the LSA website. Note that students from other schools/colleges at the university may have different deadlines.


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

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

From the fourth week to the late add/drop/edit deadline (approximately week 9 or 10) and approximately week 5 or 6 for half term courses, 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.

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). 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).



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. If no response is ever made by an instructor the late drop request will be routed to the student's homeschool for approval without instructor comment.

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

Drops and Edits after the deadline 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/late editing before the deadline. Academic difficulty in the course alone will not justify dropping/editing a class after the last day of class; these drops/edits are granted only if there are extenuating circumstances.

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. Please check with your department regarding their waitlist policy.

Overrides (Electronic Permissions)

An override is an electronic permission that allows a student to enroll in a class they might not otherwise be able to. Overrides are typically used to allow a student to:

- register in a closed course from the waitlist
- register for a class that requires instructor or department consent
- register for a class in which the student does not have the required prerequisites

After obtaining permission to enter a closed class or restricted course with an override, students can then enroll through Wolverine Access. Instructors should contact their department regarding how overrides are issued for the student.

Support in Navigating Challenging Situations

Classroom Conduct and 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:



Below are various campus and college contacts who can assist 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 <u>in the event that</u> 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</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>

Academic Integrity

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

Office of Student Academic Affairs

lsajudicial@umich.edu

lsa.umich.edu/lsa/academics/academic-integrity.html

LSA Community Standards

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
3. 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
- our 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).

Following this meeting, the Coordinator of 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.



What to do if....

The purpose of this section is to provide you some guidance on situations you may face. If you need any help navigating classroom challenges or have a concern about a student, please reach out to the Office of Student Academic Affairs (lsa.saa.office@umich.edu).

What should I do if one of my students hasn't attended class?

In this situation we recommend reaching out to the student via email to check in and make sure everything is ok AND that you submit a Progress Report for the student. The progress report will go to both the student and the student's academic advisor and will allow the advisor to do additional outreach.

I'm concerned about one of my student's well-being?

If you have a non-academic concern about a student please fill out a CARE Report with the Dean of Students Office. They will connect with the student and try to provide wrap around support to them.

I think one of my students has cheated on an assessment. What do I do?

We recommend you first talk with the student about your concerns and give them an opportunity to respond. Depending on how that conversation goes, you could choose to either resolve the issue at the instructor level or forward it to the Office of Student Academic Affairs for adjudication. If you need help determining which route you would like to take, aren't comfortable having that initial conversation with the student, or want help in how to approach it, please reach out to lsa.judicial@umich.edu. Additional resources for faculty may be found here. <https://lsa.umich.edu/lsa/academics/academic-integrity/resources-for-instructors.html>


In one of my classes we were discussing a controversial topic and one student became very upset, yelled at the class, and stormed out. What should I do?

We often discuss sensitive and controversial topics in class that students have strong feelings about or reactions to. In this situation, you should connect with the student after class to check in and get a better understanding of the outburst (there may be something going on with the student unrelated to the class that caused the outburst). Reinforce the classroom expectation of civil behavior. If the student discloses a serious challenge they are navigating or continues this behavior, please submit a CARE Report so Dean of Students can triage support for the student. Please also connect with the Office of Student Academic Affairs (lsa.saa.office@umich.edu) and your Director of Undergraduate Studies for help on supporting the student in the classroom.

If at any time you are concerned about your safety or the safety of your class please call the Division of Public Safety and Security at (734)763-1131.

One of my students is requesting accommodations beyond what is recommended by Services for Students with Disabilities (SSD). Do I have to provide these accommodations?

No, this is not the formal way to request accommodations. If the request is one you would provide to other students in the course, then you have the discretion to provide it for the student and should utilize the same judgment you use for other situations.



If the request is not one that you would do for other students and/or does not fit within the existing design of the course, you are not required to approve the additional requests. Taking additional actions specific to disability that fall outside of the design of your course and the SSD accommodation process is not recommended.

If the student feels they need additional accommodations. Please direct the student to connect with SSD to talk about these additional requests.

If this request is because existing accommodations are not effective in your course, please communicate with SSD.

SSD may choose to adjust the student's accommodations and/or help the student navigate whatever challenge is causing them to feel they need additional accommodations.

Common Grading Scenarios:

- Scenario: A student has been on your roster all term but has not attended class/submitted assignments (or only attended initially).
 - In this situation, please assign the grade the student has earned in the course (most likely an E). They would not qualify for either a NR or Incomplete grade.
- Scenario: Student has been actively attending and participating in class throughout the term and has achieved high grades. They disappear during week 12, have not submitted the final assignment, and have not responded to outreach.
 - In this situation, we recommend assigning the grade the student has earned. The student has not requested or agreed to an incomplete. If an NR is assigned it could lapse to an E when the student might have already earned a higher grade even without the final assignment. If the student does reach out later, you have the discretion to allow them to make up the work and submit a grade change.
- Scenario: Student falls ill right before the final exam and is unable to take it with the rest of the class. You schedule a make-up exam for the student in a few weeks.
 - In this situation, you would assign the student an incomplete, assuming they are doing well in the course. The student is only missing the final exam and qualifies for an incomplete.
- Scenario: Student has had inconsistent attendance throughout the term and has only submitted a few assignments. They've developed a plan with you to complete all work by the end of the semester but the student does not follow through. The student requests an incomplete.
 - In this situation, you should assign the student the grade they have earned in the course. They do not qualify for an incomplete or NR grade as the student is missing a significant amount of work (and was most likely not passing as a result).

Student Resources

Academic Support

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

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.htm


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 generally open Monday-Thursday from 10:00 AM - 8:00 PM and Friday from 10:00 AM - 5:00 PM in the fall and winter semesters. It is staffed with graduate students, undergraduate learning assistants, and faculty. A staffing schedule is posted via QR code



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.edu

The Science Learning Center (SLC) is an interdisciplinary resource center that provides inclusive 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 1720 Chemistry and is home to several areas of activity, including: open study spaces, lounge seating, eight meeting alcoves for GSI office hours (two alcoves equipped with computers, digital displays, and wireless projection), a loan desk for reserve and research materials, and a tutoring room. The SLC's circulating collections include textbooks, study guides, science journals, and other supplementary materials.

The SLC's Satellite Location in 2165 USB provides a large open study space filled with natural light 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 MD Program. 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 promptly. 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 currently enrolled 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

<https://ssd.umich.edu/tac>

saas.tac.staff@umich.edu

The Testing Accommodation Center serves the University of Michigan community by supporting faculty in providing reasonable testing accommodations to students with approved accommodations through Services for Students with Disabilities (SSD). Students with accommodations are not required to utilize the TAC as the TAC is one option faculty can utilize and must be arranged in advance. To learn more about the TAC and its resources for instructors and students, please visit the TAC Website.

Academic 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 initially 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 their academic progress, to ensure the accurate posting of transfer and study abroad credits, and plan their professional path after graduation. Students are also able to schedule appointments or attend group advising sessions with our pre-health and pre-law advisors. Note that each LSA department or program has a [Newnan liaison](#) to whom they could consult with or ask questions regarding students enrolled in their classes.

Comprehensive Studies Program (CSP)

G155 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 (SBSP), 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, resources, and activities Honors offers in addition to college and pre-professional advising.

Residential College (RC)

1813 East Quadrangle

734.647-2745

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.

Academic 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 undergraduates with a wide variety of global engagement and learning opportunities. With over 120 programs in more than 40 countries, CGIS offers students with diverse academic interests an opportunity to pursue an international experience while earning in-residence LSA credits. On the CGIS website, students can explore our major/minor pages to find programs recommended for their specific studies.



Non- LSA students may also participate in CGIS programs but should consult with their academic advisor before applying to a CGIS program as different policies regarding funding and credits may apply.

CGIS offers:

- Fall, Winter, and Academic Year programs;
- Language-focused programs;
- GCC: Specialized topic faculty-led summer programs;
- GIEU: Community-focused summer programs;
- Research opportunities while on study abroad; and
- International Internships

There are many funding opportunities for LSA students, including the LSA Study Abroad Scholarship or LSA International Internship Scholarship (both are managed by the LSA Scholarship Office). CGIS also offers LSA instructors opportunities to lead groups of students abroad.

Undergraduate Research Opportunity Program (UROP)

734.615.9000

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

The University of Michigan (U-M) has a strong tradition of engaging undergraduate students in faculty-mentored research and is a national leader in promoting early engagement and broad access to research. The Undergraduate Research Opportunity Program (UROP) at U-M has served as the primary resource for engaging U-M undergraduate student researchers. On an annual basis, UROP serves over 1,500 undergraduate students (from all fields/areas of study) who are interested in conducting research, scholarly, and creative inquiry projects. Students can either receive academic credit or utilize their federal work-study to be paid for their time. UROP covers the students' salary. 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. UROP has projects representing all 19 colleges/schools at U-M, including U-M Centers, Institutes, and Museums. Research mentors can be faculty, postdocs, research scientists, research staff, and advanced graduate students.

- Researchers receive support from undergraduate research assistants.
- Over 200 professional research training workshops for student researchers (STATA, R-programming, etc.).
- Student travel grants to present at professional conferences and/or cover the cost associated with a publication.
- U-M Faculty/Researchers are eligible for UROP [Mentor 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.

Financial

Financial Aid

734.763.6600

finaid.umich.edu umich.financialaidtv.com financial.aid@umich.edu

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

Financial Services (Student Tuition and Bills)

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

LSA Scholarships for Current Students

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

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

To be considered, visit the [LSA Scholarships website](#) for more details about each LSA Scholarship program and their deadlines.


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.

Office of the Registrar

Evaluations <https://ro.umich.edu/faculty-staff/teaching-evaluations>
ro.evaluations@umich.edu
<https://umich.bluera.com/umich/>



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 within your department will 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.

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.

Health and Wellness

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 services to currently enrolled University of Michigan Ann Arbor students at no charge. CAPS professional staff include licensed psychologists, social workers, professional counselors, and advanced level graduate students in the mental health field. CAPS services are confidential. Services include brief, time-effective individual, relationship and group therapy as well as consultations, crisis intervention, online screenings, workshops, outreach presentations, and assistance with referrals. Common reasons students seek CAPS services include anxiety, depression, emotional management, stress, adjustment 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](#). Additional resources are available on our [website](#) including Uwill, a virtual counseling service, and Together all, a virtual peer support platform.

Mental Health Resources for Instructors

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

<https://caps.umich.edu/taxonomy/term/311/>



If you have access to an iPhone, you can also download the “CAPS Faculty Toolkit” for suggestions on how to help a student in distress 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](#) 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](#) 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](#) 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.

Career Development and Jobs

LSA Opportunity Hub

734.763.4574

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

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

Our services include:

- Personalized career coaching and workshops
- Applied liberal arts courses for deeper career reflection
- Employer connections and recruiting opportunities
- Internships, career treks, job shadowing, and jobs
- Online Alum networking via LSA Connect
- 1:1 mentorship with Alum mentors
- Funding for internship
- Professional headshots
- 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, Clifton Strengths), and career coaching
- Learn about employer expectations and career competencies/skills needed for new professionals
- Engage with professionals and alumni through the University Career Alumni Network (UCAN) online platform
- Uncover internships and full-time employment opportunities across all industries via Handshake
- Gain exposure to timelines and requirements for graduate and professional school programs (JD, MD, OT, PT etc.)
- The UCC actively partners with identity-based units from all schools and colleges and campus student organizations.

Other Supports

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 is a reporting resource and addresses concerns which fall within the University's Policy on Sexual and Gender Based Misconduct and nondiscrimination statement. This includes discrimination and discriminatory harassment on the basis of race, color, national origin, age, marital status, disability, religion, height, weight, veteran status, and sexual and gender-based misconduct (misconduct on the basis of sex, gender, sexual orientation, gender identity, gender expression). ECRT also provides programming and services for faculty, staff, and students to support diversity, inclusion, equal access, and equitable treatment in University programs. ECRT houses the Americans with Disabilities Act Coordinator and the Title IX Coordinator, and consults on various matters related to preventing and resolving discrimination and discriminatory harassment, and creating equitable learning and working environments.


Office of Student Conflict Resolution (OSCR)

734.936.6308

oscr.umich.edu

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.

Student Athletes-Academic Success Program

Ross Academic Center 734.647.3709

<https://mgoblue.com/sports/asp>

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

The Stephen M. Ross Academic Center provides academic study space for more than 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.