

Appendix

Recommended Policy Statements for Syllabi

Related Policy:

- *Syllabus Requirements: Twin Cities, Crookston, Morris, Rochester*

Appendix to Policy

The syllabus must contain, in addition to course-specific information, specific references to the following policy information.

Instructors may:

- *Copy the exact language provided below, or*
- *Include references to the policies, or*
- *Include statements on the following policies in the syllabus.*

In addition to including references to these ~~eleven~~ policies as part of the syllabus, instructors are encouraged to discuss elements of the policies particularly applicable to their course.

As required by the Equal Opportunity and Disability Accommodations Appendix to the Administrative Policy: Hiring Faculty and Staff you must include the following statement in your syllabus with the appropriate department contact information:

This publication/material is available in alternative formats upon request.
Please contact (name, department, address, phone number).

Education & Student Life Policies

The University's Education & Student life policies are available in the online
Policy Library.

(<https://policy.umn.edu/education?source=front>)

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach- and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review ~~reference~~: <https://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. Beware of websites that advertise themselves as being "tutoring

websites.” It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<https://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<https://policy.umn.edu/education/studentresp>.

University Grading Scales

The University has two distinct grading scales: A-F and S-N.

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
A	4.000	Represents achievement that significantly exceeds expectations in the course.
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is above the minimum expectations in the course.
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the minimum expectations in the course.
C-	1.667	

D+	1.333	
D	1.000 -	Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000	Represents failure in the course and no credit is earned.

S-N grading scale. The S-N grading scale allows for the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
S	0.00	Satisfactory (equivalent to a C- or better)
N	0.00	Not Satisfactory

For additional information, please refer to:
<https://policy.umn.edu/education/gradingtranscripts>.

Sexual Harassment, Sexual Assault, Sstalking and Rrelationship Vviolence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact [your campus confidential resource on your campus \(https://eoaa.umn.edu/resources\)](https://eoaa.umn.edu/resources).

~~including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>).~~ If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts (<https://eoaa.umn.edu/report-misconduct>).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

~~<https://policy.umn.edu/hr/sexharassassault>https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf~~

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations

The University of Minnesota values disability as an aspect of diversity and is committed to access and inclusion in our courses. Your syllabus is an important place to convey information about accessibility and inclusive teaching practices, as well as information about seeking and using disability accommodations. The following three syllabus statements are available for you to select from to incorporate and customize in your syllabus, depending on what best fits for you. If you are interested in further enhancing accessibility and inclusion in your course, this resource on **Teaching with Access & Inclusion** may be a valuable starting place.

Alternative Statement A

The University of Minnesota is committed to creating learning environments that are inclusive and accessible to all students. If you are experiencing disability-related barriers to learning in your courses, the Disability Resource Center (DRC) is the office that collaborates with students to explore reasonable accommodations, resources, and supports.

- If you are registered with the DRC and have a current accommodation letter, please share your letter with me as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your access needs, the more equipped I can be to explore accommodations. You may reach out to me or your [access consultant/disability specialist] if you have any questions or concerns about your accommodations.
- If you are not registered with the DRC and have, or think you have, a disability or health condition that relates to areas such as mental health, attention, learning, chronic health, sensory, or physical, and would like to discuss accommodations and/or resources, please contact the DRC on our campus [insert relevant campus contact information].

- If you have short-term disabilities, 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 DRC as noted above.

Alternative Statement B

My goal is to create a learning environment that is accessible and inclusive for all students. If you anticipate any barriers related to the design of the course (e.g., format, materials, or structure), please contact me outside of class so we can explore potential options. If you have a disability and want to explore formal accommodations and/or further resources, please contact our campus Disability Resource Center (DRC).

[Include the DRC information from your campus]

If you have already consulted with your DRC, please share your letter with me as soon as you can to discuss how your accommodations will be implemented in this course.

Alternative Statement C

I am committed to creating an inclusive learning environment within my course because we all have access needs. Inclusivity and accessibility are ongoing community processes, and I hope that you as a member of our class share my commitment to creating a classroom experience that welcomes everyone to the best of our abilities.

Please contact me immediately if you become concerned—for any reason—about your capacity to fully participate in our course due to the structure of the course, activities, or assignments. If you work with the Disability Resource Center (DRC), please notify me as soon as possible so that we can discuss your access needs (see contact information below). If you do not work with the DRC but know that access barriers may arise (due to undiagnosed disability/health concerns, mental health, learning style, life circumstances, etc.), please reach out to me as soon as possible so that we can work together to support your learning. I welcome the conversation.

[Include the DRC information from your campus]

Campus DRC information ~~Campus contacts:~~ **Additional information:**

- Crookston - <https://www.crk.umn.edu/units/disability-resource-center>, umcdrc@crk.umn.edu, camp0544@crk.umn.edu, myers062@crk.umn.edu
- Duluth - <http://www.d.umn.edu/disability-resources>, access@d.umn.edu
- Morris - <http://www.morris.umn.edu/academicsuccess/disability/>, hoekstra@morris.umn.edu
- Rochester - <http://r.umn.edu/student-life/student-services/disability-resources>, sdzavada@r.umn.edu
- Twin Cities - <https://diversity.umn.edu/disability/>, drc@umn.edu

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website:

<http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
[Customize with names and contact information as appropriate for the course/college/campus.]

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any

course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

[Customize with names and contact information as appropriate for the course/college/campus.]

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Outdoor Coursework in Extreme Weather [for courses with an outdoor component]

For courses that include field work, the instructor should clarify the appropriate protocol when there is extreme weather. Instructors should consult the **University of Minnesota Field Research Safety Program** manual for guidance.