

Proposed Undergraduate Class Management Policies

Executive Summary: Class Management Policies Supporting Student Success

These proposed policies establish a clear, consistent, and student-centered framework for course delivery, assignment expectations, and documentation of engagement. They are designed to remove avoidable barriers, create predictable learning environments, and support timely student progress.

At their core, these policies ensure that students know **when and how** their classes will meet, what kinds of expectations to anticipate, and how assessments will be structured. By aligning instructional practices with the official schedule, protecting students from unexpected synchronous requirements, and discouraging due dates during closures and high-conflict times, the policies aim to reduce stress, increase transparency, and promote equitable participation.

The proposals also reinforce the importance of **early engagement and regular feedback**, both of which are among the strongest predictors of student retention and success. Required early-semester engagement (via attendance or a low-stakes assignment) helps identify non-attending or at-risk students quickly, enabling early interventions. Required use of the Blackboard gradebook ensures consistent communication of performance, helping students monitor their progress and make informed decisions.

Finally, the policies establish clear parameters for **final exams and grade submission timelines**, ensuring fairness across sections and allowing students and advisors to plan effectively.

Overall, these class management expectations create a more coherent academic experience, reduce uncertainty, and strengthen the university's ability to support all students in persisting, learning, and succeeding.

Proposed Undergraduate Class Management Policies

Class meeting times and modality

- An instructor may not change the regular meeting patterns established in the schedule of classes.
- An instructor may not require mandatory attendance at synchronous meetings/activities not included in the schedule of classes or the syllabus.
- An instructor may not change the class modality established in the schedule of classes

Learning Management System

- Instructors must use the institutionally adopted LMS for UG classes, currently Blackboard, and may not require students to use an alternative LMS.

Class Assignments

- Instructors will provide students in their classes with clear syllabi, including attendance requirements and dates for required assessments, activities, or field experiences. This syllabus should be provided to students prior to the first day of classes. At the latest, the syllabus will be provided on the first day of classes. See minimum required syllabus elements. <LINK HERE>
- For in-person, online-synchronous, and blended classes, an instructor may not require mandatory attendance at synchronous activities (meeting, test/exam, presentation, field trip, etc.) on any day/time other than those listed in the schedule of classes or the syllabus.
 - Classes that require subgroups of student meet synchronously (group projects, ensembles, etc.) but allow the students to determine the day/time of these activities, are not required to include the subgroup meeting day/time in the class schedule or syllabus.
- For in-person, online-synchronous, and blended classes, any synchronous activities (meeting, test/exam, presentation, field trip, etc.) not listed in the schedule of classes or the syllabus, must provide alternative assignments for students who cannot participate.
- Any student travel off campus (field trip, etc.) must have each student sign a [participation and release form](#)
- For online-asynchronous courses, an instructor may not require any mandatory attendance at synchronous activities (meeting, test/exam, presentation, etc.).
- For in-person, online-synchronous, and blended classes, an instructor may not assign any work/assessments to be due on any day when the university is officially closed for business (bad weather events, university national holidays, etc.).
- An instructor should avoid requiring assignments that both open and close within a short window on weekends. While assignments can be due on a weekend, they should be accessible to students well in advance.
- Students shall not be penalized for an excused absence. The instructor shall provide the student with an opportunity to make up the graded work (e.g., quiz, exam, homework, etc.). The make up work may take a form other than the work accomplished during the missed time period, but must provide equal opportunity to demonstrate mastery of course content and be counted equally in final grade calculations. See 'Class attendance and Excused Absence' portion of UG catalog. <LINK HERE>
- Remote proctoring software is available through the Delphi Center and may be used in any online classes, or any other class in which assessments are delivered online. <LINK HERE>

Documentation of Student engagement and performance

- All instructors must use the Blackboard gradebook function to provide feedback/scores to students in regular intervals throughout the semester, including proof of student engagement (see below) during the first week of classes AND at least one formative feedback/score before the last day to withdraw for the semester.
 - All instructors in undergraduate classes must provide proof of student engagement during the first week of classes by either:
 - one small/low stakes assignment in the first week of classes. If a student enrolls in the class after the date this assignment is given, they must be given the chance to “make-up” that assessment.
 - OR
 - an instructor must record student attendance during the first week of classes in Blackboard attendance function

Final Exams (this info also included in UG Catalog) <LINK HERE>

- For in-person, online-synchronous, and blended classes offered the full length of the term, comprehensive final examinations must be administered only on the date and time prescribed in the university final exam schedule. For classes offered less than the full length of the term (e.g. 5 week or 8 week Fall/Spring courses), comprehensive final exams may be given on the last day of class.
- For online-asynchronous classes, final exams may be given at any time during the university final exam period. An availability window of no less than 24 hours should be provided during which students must start and finish the exam.
- Comprehensive final examinations may not be given on the last regular day of class or during the reading period.
- No mandatory activities or assessments of any kind may be scheduled during the reading period.

Class Grades

- For in-person, online-synchronous, and blended classes offered the full length of the term, instructors must submit final grades no later than 48 hours after the scheduled final exam period. For online-asynchronous classes, instructors must submit final grades no later than 48 hours after the last day/time of the university final exam period. For classes offered less than the full length of the term (e.g. 5 week or 8 week Fall/Spring courses), instructors must submit final grades no later than 48 hours after the last day of class.