

Section 5: Related Policies

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Guidelines for Selecting and Teaching Literary and Visual Materials at BYU

The mission of Brigham Young University is “to assist individuals in their quest for perfection and eternal life” by providing “a period of intensive learning in a stimulating setting . . . enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God.” In such an environment, BYU students “should receive a broad university education,” enabling them to “understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity” (The Mission of Brigham Young University). A BYU education should strengthen testimony, enlarge the mind, build character, and inspire life-long learning and service (“The Aims of a BYU Education”).

In keeping with the mission and aims of BYU, faculty should strive to select and teach “words of wisdom . . . out of the best books” (D&C 88:118) as well as visual images drawn from the best media. The best verbal and visual texts can powerfully communicate important ideas and sharpen critical faculties necessary to establish clear intellectual, aesthetic, and moral standards. At the same time, some of the best books and the best art deal with difficult issues and present them in thought-provoking ways. Faculty should use care to select works appropriate to BYU’s mission and teach them in ways that invite the Spirit of God into the classroom. It is important to respond to its challenges with love, testimony, wisdom, eloquence, and inspired artistry of their own. To this end, faculty are encouraged to teach literary and visual texts in the context of gospel values, to promote informed analysis, open discussions, and opportunities for students to disagree with both texts and teachers. In such ways, faculty prepare students for life-long learning by helping them develop their own discriminating, gospel-based standards for selecting and evaluating literary and visual materials.

In this process, it sometimes happens that faculty and students may disagree about the appropriateness of a particular work, or that an assignment may have an unintended negative impact on a particular student. In an effort to prevent these difficulties insofar as possible and to deal with such conflicts as may arise, the university has adopted the following guidelines for faculty, departments, and students:

Responsibilities of Faculty:

1. To choose both required and optional works with care and in keeping with the stated mission and aims of BYU, and to strive to create a climate which invites sensitivity to the Spirit of God and which recognizes that spiritual sensitivities will differ among individuals.
2. To read or view materials before showing or assigning them — realizing that, as is the case with film, MPAA and similar ratings may be unreliable guides.
3. Not to require students to view unedited R-rated movies, as a matter not simply of content but of obedience to prophetic counsel.
4. To provide a context for the study of literary and visual materials that will strengthen students’ critical awareness of relevant historical, cultural, moral, and aesthetic issues — thus enabling them to understand the larger purposes served by studying works that may include potentially disturbing elements.
5. To respond to student concerns with openness and respect, and, where feasible, to provide alternative assignments to students who have reasonable objections to an assigned work.

Responsibilities of Students:

1. To make a good-faith effort to understand and accommodate the legitimate purposes of the course, remembering BYU’s mission to provide a “broad university education” that is at once “spiritually strengthening,” “intellectually enlarging,” and “character building.”

2. In the event that a particular assignment seems objectionable, to discuss the matter with the instructor and, if necessary, request an alternative assignment.
3. If the matter cannot be resolved with the instructor, to follow the prescribed procedure for dealing with concerns.

Resolving Concerns:

Students should first take their concerns to the teacher and attempt to resolve the matter together. Entered into with humility, openness, and mutual respect, these discussions can be an important learning experience for students and instructors alike. Students who feel that their concerns have not been satisfactorily handled by the instructor, or who feel unable to speak to the instructor, may take their concerns to the department chair. In some cases, the department chair may require a written statement of complaint. If the concern cannot be resolved at the department level, it may be referred to the college dean. Normally, a written statement will be required for any complaint that goes beyond the department level. All parties in these matters should cultivate a spirit of patience and understanding. Approached in such a spirit, discussions about the propriety of teaching particular literary and visual materials can become occasions for serious reflection on what it means to study and teach academic subjects with the Spirit of God.

4/02

Policy on International Student Exchanges

The International Vice-President may enter into student exchange agreements with foreign institutions in behalf of the University, which in her or his estimation are deemed appropriate and in the University's best interest.

1. The International Vice-President shall utilize the following criteria when determining whether to make such an agreement:

- Benefits to the University, its students and faculty.
- Costs to the University, its students and faculty.
- Safety and health of participating BYU students and faculty.
- Coordination with the University calendar.
- Likely number of participants.
- Physical facilities and housing at the foreign institution.
- Advisement and supervision of students at the foreign institution.
- Library and information technology resources at the foreign institution.
- Any other appropriate considerations.

2. The agreement will cover the following matters:

- Duration and termination.
- Numbers of participants.
- Academic standards and credit.
- Admission authority and standards.
- Language and other participation requirements.
- Health insurance.
- Applicability of the BYU Honor Code and dress and grooming standards.
- Allocation of costs and revenues.
- Record keeping and reporting.
- Intellectual property rights (Optional).
- Any other appropriate considerations.

3. Before completing the agreement the International Vice-President should seek input from representatives of the following offices:

- Kennedy Center (e.g., security and safety issues, travel registry, BYU's involvement in host country).
- Office of International Admissions (foreign admissions issues).
- Student Accounts Office (tuition, financial aid).
- International Services Office (visa status, SEVIS).
- Housing Office.
- BYU Health Center (TB, immunizations, and health insurance).
- Chaplain's Office (BYU Honor Code).
- Registrar's Office (class registration, academic course selection).
- Any other office with pertinent, specialized knowledge.

4. The BYU college that requests an agreement with a foreign institution is expected to sponsor exchange students who attend BYU under the agreement and cover all financial obligations not assumed by the foreign institution or the exchange student.

Policy on International Student Exchanges

Administrative Addendum

Foreign Student Coming to BYU

1. Foreign school sends foreign student's application to the exchange program specialist at each college/school.
 - a. Undergraduate student application forms that have to be submitted for the exchange program are:
 - Part 1 - Student Information
 - Part 2 - School Selection
 - i. Admissions will create a new classification for International Exchange Students under "Confirm your admission type"
 - ii. Under the International Exchange Student classification, student must specify the major program that he or she is applying to in order to be eligible to register for "major only" classes
 - Part 3 - Student Commitment and Confidential Report
 - Part 6 - Extracurricular Activities
 - Part 8 - International Student Information
 - i. Students should show financial proof to cover all expenses except Tuition Evidence of competencies in English (TOFEL Test)
2. College/school exchange program specialist meets with the program admission committee (Undergraduate Program) to review the application and pre-accept/decline it. If declined, the exchange program specialist informs the foreign school.
3. If pre-accepted, college/school exchange program specialist sends student's application to the Admissions Office.
4. If the international exchange student is accepted by the Admissions Office, it sends the I-20 form and letter of acceptance to the student. The Admissions Office sends the student's information to the International Services Office. The Admissions Office releases student's registration in the system.
 - a. The BYU Student Accounts Office will create a new classification for international exchange students. (To be approved by the Dean of Admissions).
5. The International Services Office sends the orientation information to the international exchange student.
6. Exchange students report to the International Office within 1st week of arrival. Exchange students register for major classes.
 - a. Minimum of 12 credit hours (Fall/Winter)
 - b. Minimum of 6 credit hours (Spring/Summer)
7. The Registration Office sends registration information to the Financial Services Office.
 - a. Qualifying international exchange students will make tuition payments to their home institution and will pay zero dollars per credit hour to BYU based on a tuition table created for new international exchange student classification
8. After completion of the course work, the foreign student signs a request indicating where the transcript is to be mailed, and pays a fee before the transcript is released (required by federal law).
 - a. BYU grades foreign exchange students the same as current students.
 - b. BYU sends a transcript to the exchange student's home institution (foreign institution) with the credits taken and grades received by the international exchange student

Additional Policies in the University Catalog

Academic Standards	http://saas.byu.edu/catalog/2010-2011ucat/AcadStandards.php
Access to Education Records — FERPA	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Records.php
Adding and Dropping Classes	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Registration.php
Advanced Placement Credit	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Admissions.php
Class Fees	http://saas.byu.edu/catalog/2010-2011ucat/FinancialInfo/Tuition.php
Classification of Students (by credit hours earned)	http://saas.byu.edu/registrar/registration/standing.php
College Level Examination Program (CLEP) Credit	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Admissions.php
Earning BYU Credit While on Suspension	http://saas.byu.edu/catalog/2009-2010ucat/GeneralInfo/Records.php
Earning Credits Challenge Exams AP Exam credit IB credit Military Credit	http://saas.byu.edu/catalog/2009-2010ucat/GeneralInfo/Records.php
Exemption Examinations for GE Requirements	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Records.php
Grade Changes	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Records.php
Graduation Requirements, University	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Graduation.php
Letter Grade Values	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Records.php
Numeric Grade Values (Law School)	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Records.php
Repeating Classes (Repeat Policy)	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Records.php
Reservation of Right to Change Courses	http://saas.byu.edu/catalog/2010-2011ucat/AboutBYU/ChangeCourses.php
Resolving Academic Grievances	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Appeals.php
Second Degree (Second Major/Additional Major)	http://saas.byu.edu/catalog/2010-2011ucat/GeneralInfo/Admissions.php

Some Expectations for our Classes

Classes in the University offer a wonderfully wide variety in the subject studied, the preparation required, the homework, the nature of examinations, and the means of grading. That is as it should be; we would never want to suggest that there be a uniform approach across the University to courses or to teaching or to methods of evaluating the student's performance. Even with this diversity there are some matters that seem essential in any class that qualifies as part of a university offering. Significant among these is a clear determination of the purpose of the class and the expression of that purpose in a way that guides both teacher and student through the study. This purpose may be stated very simply in a well-developed discipline (This class will survey Twentieth Century Russian history) or may require a much longer statement.

Another essential matter for any class is a schedule or outline that states in some manner appropriate for that class the expectations for students during the term. This shows the assignments, the major papers, the exams, the artistic work – whatever the class requires. If there are to be unannounced quizzes that should be stated. Special requirements of how assignments are to be prepared and submitted should be clearly stated. No student should have to pay tuition and time to be in an unorganized “class” in which the teacher has not carefully planned what is to be studied and in what time frame. (That is not to suggest that in a class with highly creative or artistic requirements these be reduced to some meaningless numerical base. In such a class, especially, the explicit schedule or outline is a great protection to a faculty member against complaints from students. The requirements are stated and followed, and the student has the assurance of having a teacher who cares about the accomplishment of the members of the class. A side benefit of the schedule is the protection it gives to both teacher and student that the subject matter is covered at a sensibly distributed rate. The inappropriate attempt to cover half the material in the last three weeks is avoided.

Also essential for any university class is a clear statement of the method of evaluating the student's performance. The method may be vastly different in one class than in others. That different way should be clearly known to the student from the start; it must not come as a shock at term's end.

The outline for some classes will properly be so brief as to require only a half page. For others it will require several pages. But both teacher and student benefit greatly by the existence of a statement of expectations and requirements.

4/9/81

Final Examination Policy

Student learning is enhanced by final examinations and other comparable culminating evaluations. These afford students an opportunity to review, synthesize, and demonstrate an understanding of a course as a unified whole. The Academic Calendar provides *Preparation Days* and a *Final Examination Period* for every regularly scheduled class. Faculty members are responsible to use the Final Examination Period to advance the expected learning outcomes of their classes and related academic programs. This Final Examination Policy governs all university activities after the final day of class, regardless of what that activity is called or what it entails.

To ensure the orderly and uniform use of the Final Examination Period and to protect Preparation Days against encroachment, all activities after the last day of class shall conform to the following:

1. Class activities, assignments, papers, make-up examinations, or any other form of class work must be due *no later than* the last scheduled class instruction day, thus enabling students to concentrate solely on their final examinations.
2. Preparation Days and the Final Examination Period are to be protected for their intended purposes. No other activities or events will be scheduled on campus. Any review sessions during this time must be voluntary.
3. Final examinations:
 - A final examination or comparable culminating evaluation of student learning is expected for every course. Exceptions must be approved by the dean and chair.
 - Scheduled final examinations are to be administered in accord with the published Final Examination Schedule as to date, time and place. They are not to be given or taken early.
 - Finals taken in the Testing Center must be completed during the Final Examination Period. Finals should be designed so that they can be completed within a period of time equivalent to a regularly scheduled final.
 - Any other culminating evaluation of student learning (e.g., oral examination, take-home examination, portfolio review, juried performance, etc.), must be completed during the Final Examination Period, should not require more time to complete than a regular final examination, and must not conflict with another scheduled final examination.
4. Students with conflicting final examination times, three or more final examinations in one day, or other legitimate academic conflicts (such as a licensing examination or conference presentation), may consult with their teacher(s) to arrange an alternative final examination place and time, preferably during the Final Examination Period but in all cases prior to the Grade Submission Deadline.
5. Students must plan their schedules to complete their final examinations during the regularly scheduled examination times. If unplanned, non-academic extenuating circumstances (such as serious illness, personal injury, etc.) prevent completion of a final examination before the Grade Submission Deadline, an Incomplete Grade Contract (available from the Records Office) should be completed and submitted.
6. Any exception to this policy must be authorized by the chair and dean.

June 11, 2007

AIM Holds Policy and Procedure

Policy:

Authorized university personnel such as department chairs, deans, and others in equivalent positions may place a “hold” on a student’s academic record. The purpose of a hold action is to motivate the student to address specific problems or take needed corrective actions. A hold on a student academic record can prevent the student from:

- (1) being admitted as a student,
- (2) registering for classes,
- (3) obtaining an official academic transcript and diploma, and/or
- (4) graduating

Procedures for placing and removing a hold action:

All hold actions must identify the reason for the hold by designating an appropriate hold category. The list of approved hold categories can be found in the AIM system.

The office creating a hold on the record of an individual student is responsible for both placing and removing that hold (REG05/06). The student must be notified in writing by the originating office that a hold action has been initiated. The AIM system will also display the hold and information identifying the office to contact if there are questions or concerns about the hold. It is the student’s responsibility to contact the appropriate office to clear any holds.

Procedures for approving a new hold category:

A new hold category may be approved if it meets at least one of the following criteria:

- (1) It addresses an issue carrying legal ramification (e.g., Pell grant violations, failure to receive a required tuberculosis test, etc.)
- (2) It addresses a breach of department, college, or university policy (e.g., honor code violation, unacceptable academic standing, failure to seek mandatory advisement, etc.).
- (3) It addresses failure to meet a financial obligation.

Because hold actions have an impact on students’ academic records, the responsibility for determining the appropriateness of a hold category rests with the University Registrar.

Requests for approval of a hold category must be submitted in writing to the Registrar’s Office. The request should come from a dean, director, or department chair and should include the following:

- (1) The reason for the hold,
- (2) What service the hold should impact, and
- (3) What actions the student needs to take to remove the hold.

The request to approve a new hold category will be reviewed by the Registrar and the Dean of Student Academic and Advisement Services. An additional review may be requested from the AVPs. If the request for the new category is approved, personnel in the Registrar’s Office will create the hold category in the AIM system.

Drafted: 12:15pm, 14 March 06
Revised: 12:22pm, 14 April 06