Please note that this summary memo was issued on March 27, 2026 during the shared governance process that ultimately led to the unanimous approval of the new policy by the Academic Senate on April 6. 2026. Following the approval of the policy revision to take effect on August 1, 2026, the university moved and modified through a separate revision process the content accommodations section to comply with 2026 H.B. 204 Higher Education Student Belief Accommodation. This memo has been updated to reflect that change.

UNDERGRADUATE STUDIES
THE UNIVERSITY OF UTAH

To: University Regulation Review and Approval Process

From: T. Chase Hagood, Vice Provost for Student Success

Policy Owner(s): Vice Provost for Student Success

Date: March 27, 2026

Re: Proposed Revisions to Policy 6-100: Instruction and Evaluation

Introduction and Background

Policy 6-100: Instruction and Evaluation is one of the most fundamental university regulations because it establishes requirements for instruction such as grading, course numbers, adding and dropping courses, and academic standards. While certain sections of this policy have been revised over the years, it has not undergone comprehensive review for quite some time. At the direction of T. Chase Hagood, Vice Provost for Student Success, over the past two years, this policy has undergone an extensive and collaborative review process, including the following.

1. From fall 2024 through spring 2025, a working group of faculty, administrators, and students met every other week, reviewing the policy section by section. Through much discussion, the group proposed revisions to ensure the policy clearly communicates requirements, aligns with university practices, aligns with policies at American Association of Universities peers, and promotes student success.
2. In fall 2025, draft policy revisions were shared publicly. Throughout fall 2025 and into winter 2026, stakeholder consultation occurred. Policy writers met with stakeholder groups across the university. In addition, policy writers held three town halls and collected written comments through a Qualtrics survey. Finally, policy writers consulted with the Academic Senate Executive Committee and Academic Senate at multiple meetings (See Regulation Development Process section at the end of this memo for more information).

The current draft policy and related rules incorporate feedback from this review process.

The proposed revision includes the final proposed policy draft as well as related changes to existing rules, new rules moving parts of the policy to rules, and conforming changes to other university regulations that reference Policy 6-100. The full policy change package includes:

1. Revised Policy 6-100: Instruction and Evaluation
2. Revised Rule:
    a. Rule R6-100A: Election of Credit/No Credit
3. New Rules:
    a. R6-100C: Appeals of Academic Actions (moves content from existing policy with minor changes)

b. R6-100D: Student Course Feedback for Credit-Bearing Courses (moves from current policy and change to clarify roles of the Senate Advisory Committee on Student Course Feedback and the Martha Bradley Evans Center for Teaching Excellence)

c. R6-100E: Course Content Accommodations (moves content from existing policy with minor changes)

d. Interim Rule R6-100F: Minimum Enrollment Thresholds for Undergraduate Courses

4. Conforming Revisions to Current Policies (i.e. changes needed in other policies related to the changes in Policy 6-100)

   a. Policy 6-002: The Academic Senate and Senate Committees: Authority, Structure, Functions, and Procedures (only sections referencing the Senate Advisory Committee on Student Course Feedback).

   b. Policy 6-404: Undergraduate Admissions (only sections referencing readmission for students dismissed for academic standing)

In general, changes are intended to improve transparency and consistency for students; improve safety by ensuring the university is able to determine where students are when they are in class; reduce exceptions to policy in order to promote equity; align the policy with existing practices; improve compliance with Title IV, Utah Board of Higher Education policies, and other requirements; delineate requirements that apply only to undergraduate education and requirements that apply to both undergraduate and graduate education; and provide a pathway for student completion and success. Changes are not intended to impact academic freedom or faculty rights related to teaching or primary responsibility related to course content.

This memo describes the proposed changes to the policy, by policy section, and the reason for each change. The memo is not intended to be an exhaustive list of all changes. In addition, this memo describes the stakeholder engagement process and changes made to the draft as a result of this stakeholder consultation process.

Summary of Changes

1. **Section III.A The Academic Year** (Section III.A. in current policy)

   1.1. Wording change to comply with federal Title IV Regulations (Financial Aid Regulations). Added a clarification that with the exception of professional programs that have different term dates required by accreditation, course sections that are short than a half section must being and end within the session start dates established in the Academic Calendar. This addition is also for Title IV compliance.

2. **Section III.B The Credit Hour** (Section III.B in current policy)

   2.1. Changes the wording for compliance with Federal Title IV regulations.

3. **Section III.C Minimum Enrollment Thresholds and corresponding new interim rule Rule R6-100F** (not in current policy)

3.1. Establishes a department chair's responsibility to cancel a course with fewer enrolled students than the minimum suggested enrollment threshold, unless the department chair determines an exception for the course. Rule R6-100F establishes recommended enrollment thresholds and the process for canceling a course.

4. **Section III.D. Credit Bearing Courses** (Section III.C.)

4.1. Revises language based on changes to related Utah Board of Higher Education Policy, including prohibiting receiving credit toward graduate for a precollege or development course, referencing Utah Board of Higher Education Policy R470 in relation to requirements for general education courses, and referencing Utah Board of Higher Education Policy R471 in relation to transfer credits.

4.2. Establishes a recommendation that a Course-Offering unit should ensure that an educational trainee or other graduate student who is the instructor of records for a course section should complete training or a course on teaching in higher education if the instructor does not have prior higher education teaching experience.

4.3. Provides additional specificity about the information about a course that must be made available to a student before the course begins.

5. **Section III.E. Class Meetings (**Section III. D in current policy**)**

5.1. Makes changes to ensure that in an emergency the university can locate students and instructors including requiring that locations of course sections be included in the schedule of classes and requiring that course-offering units schedule courses during standard time-blocks, unless the unit notifies the Office of the Registrar of the deviation from the time block.

5.2. Adds a provision that instructors should not require students to attend a class meeting outside of the scheduled time and location of the course unless the instructor provides advance notice and reasonable accommodations. This provision is to reduce conflicts with students' other obligations.

6. **Section III.F. Attendance Expectations** (Section III.O in current policy)

6.1. Rewords section to clarify absences that instructors are required to excuse and absences that instructors have the discretion to determine whether to excuse. Provides resources for students who have need assistance working with an instructor to excuse and absence.

6.2. Establishes that a person who is not registered in a Course Section is not allowed to participate in course section trips or course section activities.

7. **Section III.G. Course Numbers** (Section III. E in current policy)

7.1. Changes policy to reflect current requirements in Utah Board of Higher Education Policy R475 and current practice related to guidelines developed by Curriculum Management and Academic Planning.

8. **Section III.H. Final Examinations** (Section III.F in current policy)

8.1. Clarifies that instructors may determine the format of assessments given during the final exam period and must administer final assessments in the locations and at the date/times established be the Office of the Registrar. Also requires that an instructor who does not schedule a final course assessment during the final exam period must notify the Office of the Registrar to allow for rescheduling of the classroom.

9. **Section III. I. Instructor and Course-Offering Unit Responsibilities Related to Grading and Instruction** (Section III.G.1 in current policy)

    9.1. Establishes the grading responsibilities for instructors and requires instructors to take reasonable steps to ensure consistent grading across graders.

    9.2. Allows a student to request an explanation for a final grade or assignment grade within 20 business days of issuing the final grade or assignment grade.

    9.3. Provides that a course-offering unit must assign a person to assign grades and address requests for grade changes if the instructor who issued the grade has left the university or is otherwise not available.

    9.4. References existing requirements related to accommodations for a student's disability and elaborates on processes for accommodations.

10. **Section III.J. Grade Reports** (Section III.H in current policy)

    10.1. Allows the Office of the Registrar to adjust the grading period and processes if a serious disruption to campus operations impedes academic activities.

11. **Section III. K. Transcript Notations for Grades Based on Academic Performance** (Section III.G.1. and III.G.7)

    11.1. Changes the date by which a student must select CR/NC to the deadline to withdraw from a course section.

    11.2. Creates the binary grading scale of Satisfactory/Unsatisfactory to denote grades in courses where all students are graded on a binary scale for pedagogical reasons (as opposed to a student selecting CR/NC)

    11.3. Includes the existing practice of the S.J. Quinney School of Law and the Spencer Fox Eccles School of Medicine exclusively using Pass/Fail Grading

12. **Section III.L. Change of Final Grades** (Section III.I in current policy)

    12.1. To ensure that students are receiving grade changes equitably, provides that an instructor may only change a final grade for reasons related to a reassessment of the quality of the student's work or to correct an error.

13. **Section III.M. Temporary Grades** (Section III.G.2. and Section III.G.4., in current policy)

    13.1. Reduces the amount of time to resolve an incomplete grade from one year to 90 days, with the possibility for extension. This encourages completion, while leaving flexibility for extenuating circumstances.

    13.2. Requires that all T grades are resolved before a student graduates.

    13.3. Creates the transcript notation of Not Report (NR) to differentiate between a notation for a student who has not attended or participated in a course (EU) and an instructor who has not submitted a grade for a student who has attended or participated in a course section.

14. **Section III.N. Registration for Courses** (New section not in current policy)

    14.1. Clarifies when a student is eligible to register for a course.

    14.2. Clarifies that access to the learning management system (Canvas) does not constitute registration.

14.3. Prohibits a student who is not registered for a course section from attending the course section after the Add/Drop deadline.

15. **Section O. Modifications to Registration – Adding, Dropping, or Changing Sections of a Course** (Section III.G.5 in current policy)

    15.1. Incorporates existing practice that a student must receive authorization from the Course-Offering unit to add a course during the second week of the Add/Drop Period

    15.2. Adds that a student may only add a course section after the add/drop deadline with the approval of the deal or designee of the course-offering unit.

16. **Section P. Withdrawing from Course Sections** (Section III.G.5 in current policy)

    16.1. Changes the withdrawal deadline to 75 percent of the way through the instructional period to ensure that students have more information to determine whether to withdraw.

    16.2. Requires that a student must receive approval from the university to withdraw from all of their courses.

    16.3. Provides a process for late withdrawals after 75 percent of the way through the semester.

17. **Section Q. Auditing a Course** (Section III.G.9 in current policy)

    17.1. Changes the transcript notation from an audited course from V to AU

18. **Section R. Repeating Courses** (Section III. G. 6 in current policy)

    18.1. Requires a student to receive permission from their academic advisor or other designated approver before taking a course for a third time.

    18.2. For a repeated course, changes the grade that counts toward the student's GPA from the most recent time they took the course to the highest grade they received in the course.

19. **Section S. Appeals of Academic Actions** (Section III. J in current policy)

    19.1. Moves provisions in this section to a rule.

    19.2. Clarifies that only actions that meet the definition of an academic action may be appealed.

    19.3. In 2023, the provisions of this rule were moved from Policy 6-400: Student Rights and Responsibilities. Two provisions were missing, and are being added back in.

20. **Section T. Academic Standards for Undergraduates** (Section III.K in current policy)

    20.1. Changes terminology from Academic Warning and Academic Probation to First Academic Notice and Second Academic Notice and revises language to match current practice. Section III.T 3 and 4

    20.2. Makes changes to Academic Suspension requirements related to appeals to match current practice. Section III.T.

    20.3. Makes corresponding changes in Policy 6-404: Undergraduate Admissions, which describes the readmission processes following failure to meet academic standards.

21. **Section U. Academic Amnesty and Academic Renewal** (Section III. M in current policy)

    21.1. Creates academic amnesty to exclude certain grades and revises academic renewal to reduce the waiting period from seven years to four years and keep grades that contribute to a student fulfilling course requirements.

22. **Section V. Latin Honors for Undergraduates** (Section III.L in current policy)

   22.1. Changes the policy to establish specific GPA thresholds for awarding Latin honors (Cum Laude, Magna Cum Laude, and Summa Cum Laude) at graduation in place of the current policy which delegates determination of academic honors to the Academic Senate. Honors have been based on a student's rank in their graduating class within their college. Section III.V.

23. **Section W. Course Assessment and Feedback** (Section III.N in current policy)

   23.1. Moved most content into a new Rule R6-100D.

   23.2. Delineates the responsibilities of the Senate Advisory Committee on Student Course Feedback and the Center for Teaching Excellence as they relate to collection and use of student course feedback.

   23.3. Makes corresponding changes to Policy 6-002, which establishes the Senate Advisory Committee on Student Course Feedback.

24. **Section Y. Course Content Accommodations** (Section III.Q in current policy)

   24.1. Incorporated into Rule R6-100B and revised to meet statutory obligations related to content accommodations for required examinations and assignments in required courses (see cover sheet on this memo)

25. **Section Z. Conflicts with Professional Degree Accreditation Requirements** (Section III.R.1 in current policy).

   25.1. Clarifies that the exceptions to the policy to meet accreditation requirements relate to individual degrees rather than colleges.

Regulation Development Process

This policy was initially revised by a working group made up of academic administrators, faculty, and an undergraduate student representative. Faculty participation was solicited from the Academic Senate. Membership included:

Liz Butler – Administrative Manager, Undergraduate Studies
Darryl Butt – Dean of the Graduate School
Brittany Coates – Assistant Vice President for Faculty and Academic Affairs
Lindsay Coco – Special Assistant to the Vice Provost for Student Success
Edmund Fong – Faculty, College of Behavioral and Social Sciences
Ashley Glenn – Interim Director, Campus Advising Solutions
Katrina Green – Assistant Dean for Curriculum Management
T. Chase Hagood – Vice Provost for Student Success (Policy Owner)
Allyson Hicks – Director of University Regulations Office
Anthony Jones – Executive Director of Scholarships and Financial Aid
Karen Paisley – AVP, Academic Affairs and Senior Associate Dean, Undergraduate Studies
Mark Powell – Assistant Registrar of Operations
Erin Mason – University Registrar
Michael Molenaar – Undergraduate Student and Presidential Intern
Michael Nigra – Faculty, College of Engineering
Robert Payne – Deputy General Counsel
Marnie Powers-Torrey – Faculty, Marriott Library
Richard Preiss – Faculty, College of Humanities and President of the Academic Senate

Jason Ramirez – Associate Vice President for Student Affairs and Dean of Students
Helene Shugart – Associate Dean of the Graduate School
Sasha Suzuki – Deputy Registrar

The working group met every other week from September 2024 through May 2025. The working group sought feedback and suggestions from a broad set of constituents across campus to inform this proposed revision set.

A draft policy revision (Version 1) was shared widely in September and early October 2025, and based on feedback, revisions were made in Version 2, and Version 3. This final version, and all related documents includes final feedback from the second two town halls and from multiple meetings with consultation with the Academic Senate and Academic Senate Executive Committee. Policy work is an iterative process, and the Policy Owner expects to continue to assess the policy implementation periodically in case policy revisions are necessary.

Groups consulted include: the Academic Advising Standards Council, the Curriculum Policy Review Board, the Undergraduate Council, the Graduate Council, the ASUU senate, the ASUU assembly, the Senate Advisory Committee on Academic Policy, the Senate Advisory Committee on Student Course Feedback, the Meeting of Associate Deans, the Institutional Policy Committee, the Activate Group, Academic Leaders Online, the Graduate and Professional Student Council, U of U Health Education Forum, the Council of Academic Deans, the Academic Senate Executive Committee and the Academic Senate have also received periodic updates on the proposed revisions.

Changes Made as Result of Stakeholder Consultation

Through the stakeholder engagement process during fall 2025 and early spring 2026, the following changes were made to the proposed policy revision. In addition to these substantive changes, numerous clarifying and organizational changes were made at the suggestion of reviewers.

- **Minimum Enrollment Thresholds** – Clarifies that the department chair is responsible for cancelling courses or approving exceptions, removed the specific list of exceptions, and provided that units can document written guidelines to provide guidance to the chair. Documents minimum enrollment threshold requirements in an interim rule.

- **Final Examinations** – Clarification that an Instructor determines whether to hold a final assessment during the final exam period.

- **Requirements for Courses with General Education and Baccalaureate Designation** – Revised language to establish requirements more clearly for courses to have a General Education or Baccalaureate Designation.

- **Training for Educational Trainees who are Instructors of Record** – received feedback that suggesting graduate trainees take a course is problematic because they could receive this type of training through other means than a for-credit or non-credit course. Therefore, revised draft to provide that this training can be training, a course, or other relevant experience and that the course-offering unit should encourage this training of their instructors who are educational trainees (see Section III D).

- **Absences from Class Due to Illness or Emergency** – received varied feedback about this provision ranging from ensuring that instructors are allowed to require a physicians note to that instructors should not require a physicians note. Removed specific provision suggesting that instructors should excuse absences from class due to illness or emergency to continue to leave the instructor the discretion on how to address absences. Revised information about resources to help students work with faculty to reflect the primary role of the college and the secondary role of central administration (vice provost for student success and dean of the graduate school). Also clarified faculty have the authority to determine how to address absences (see Section III F.2).

- **Holding Courses in Standard Time Blocks** – received feedback that in some cases there are pedagogical reasons or reasons related to the student population that courses aren't held in the standard time blocks. The Office of the Registrar notes that for safety reasons, the university needs to know where courses are being offered and when and who is in those courses. However, exceptions to the standard time blocks will be made as necessary. Draft revised to acknowledge units that hold courses outside of the standard time blocks must notify the Office of the Registrar (see Section III.E.1).

- **Whether Certain Actions can be Appealed, such as a Faculty Member not Excusing an Absence** – Both the current policy and draft limit appeals of "academic actions" to "the recording of a final grade (including credit/no credit, satisfactory/unsatisfactory, and pass/fail) in a course, on a comprehensive or qualifying examination, on a culminating project, or on a dissertation or thesis" and establishes that an Academic Action may only be successfully appealed if the Academic Action was made without a principled basis or in a manner that substantially deviates with applicable policies. Draft revised to include more specific language limiting appeals to the specific academic actions (see Section III.S).

- **Programs that Must Meet Other Requirements for Accreditation** – some graduate programs must meet different standards for accreditation than are included in the policy. Previously this exception was noted in the scope and applied to specific colleges. These exceptions are now in the policy and apply to programs rather than colleges (Section III.Z).

- **Minimum Credit-Hours to Qualify for Dean's List** – The original draft proposed requiring a student to achieve a certain GPA in 15 credit hours. The proposed draft now includes the existing requirement to achieve a certain GPA in 12 credit hours to qualify for the Dean's List (Section III.T.1)

- **Support for Students in Academic Matters** – The original draft directed students to seek support for help with academic matters from the Dean of Students. The revised draft directs students to the vice provost for student success (undergraduate students) or dean of the graduate school (graduate students) (multiple sections).

- **Accommodations for Students with Disabilities**- The revised draft rewords requirements related to accommodations for students with disabilities to reflect legal requirements and current university practices related to faculty interaction with the Center for Disability & Access (CDA). (Section III.I.5).

- **Meanings of Letter Grades** – The original draft removed a provision in the current policy that describes the meanings of letter grades (i.e. A, A- means excellent performance, superior achievement). The revised draft adds the current policy provision back in. (Section III.K).