

August 2015

STUDENT HANDBOOK



MINERVA[®]
SCHOOLS AT KGI

The Keck Graduate Institute (KGI) was founded in March 1997 and was accepted as the seventh member of the Claremont University Consortium in July 1997, upon receipt of a founding grant from the W. M. Keck Foundation in Los Angeles. The Minerva Schools were added to KGI in July 2013.

Minerva is designed to prepare students to be innovators and leaders in a wide variety of disciplines while working in a global context. We expect our graduates to become global leaders who will promote international cooperation and who will initiate meaningful cultural, political, business and scientific innovations on the world stage.

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Dear Students,

It is with great pleasure that I welcome you to our community. We are doing something new, something unique — and you are now a part of it. Welcome!

You are about to have the experience of your life. You will acquire new skills and abilities, you will discover new worlds of knowledge, and you will visit many countries. In addition, we will do everything in our power to help you succeed after graduation, professionally and personally.

Your experience here won't just be about learning in class. As you travel the world, you will become familiar with a range of cultures, peoples and geographies. You will make friends from many corners of the planet, and become comfortable thinking globally. You will stretch yourself intellectually and emotionally, developing new habits of mind and new perspectives. You will acquire the tools to become a leader and innovator. And you will have a lot of fun doing this!

We are very happy to have you here, and look forward to sharing this adventure with you.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'SK', with a long, wavy underline.

Stephen M. Kosslyn

Dean of the Minerva School of Arts & Sciences

INTRODUCTION

Statement of Diversity

Minerva is a community that embraces diversity and draws strength from the talented individuals who come to learn, to teach and to work. Minerva is committed to making all decisions regarding applicants, students, faculty, and staff on the strength of the individual's qualifications to enhance Minerva's educational objectives and institutional needs. Discriminating on the basis of race, color, sex, sexual orientation, gender identity, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to occupational or course requirements is not accepted and is inconsistent with the purposes of a university and with the law. Minerva expects that its members and affiliates will comply with all applicable anti-discrimination laws.

Mission and Vision

It is our mission to make a smarter and wiser world.

We will strengthen our collective future by ensuring that the most exceptional students in the world are able to fulfill their extraordinary potential. These students will become global leaders who will promote international cooperation and initiate meaningful cultural, political, business, and scientific innovations on the world stage. Minerva draws on the best traditions of top-tier residential universities, using advanced technology and leveraging decades of research on effective learning.

Minerva will promote student success, continuing to provide support long after graduation. The greatest success for Minerva will be seeing and celebrating the accomplishments of its graduates.

A Brief History of Minerva

Ben Nelson first conceived of what eventually became Minerva in 1993 as a plan to reinvent an Ivy League university to better prepare its graduates for the twenty-first century. Today's great American universities were founded on the notion of a liberal arts education, the idea that a university education meant that its graduates were well prepared to lead the important institutions in society by knowing how to think deeply, while being well versed in a variety of subjects, and possessing deep knowledge in an area of their own choosing.

Minerva maintains that the best educational institutions have an important role in training future leaders and create great citizens of the world. The faculty and staff at Minerva believe passionately that universities must embrace more of their original intent by offering a more purposeful education for their students and adopting curricular and pedagogical structures that actually stimulate the way students learn.

In 2012, Nelson partnered with Benchmark Capital to create a new university experience based on these venerable ideals in a modern, global context. Minerva (named after the Roman goddess of wisdom) was announced publicly in April 2012. In July 2013, the Minerva Project formed an alliance with Keck Graduate Institute (KGI) to incubate the Minerva Schools.

KGI is an ideal partner for Minerva because both institutions have a general emphasis on scientific, translational approaches to education. Like the other KGI Schools, the Minerva Schools are empirically oriented and rely on students' mastering sophisticated analytic tools. Also in keeping with the general KGI mission and approach, the Minerva Schools are highly interdisciplinary and global, emphasizing team building, collaboration, active learning, and deep student engagement.

A Brief History of KGI

The Claremont University Consortium was formally established in 1925 under the direction of James Blaisdell, then President of Pomona College. In its constitution was a commitment to “found and develop new colleges and educational institutions or programs” as needs were identified and resources were made available.

Seventy-two years later, it was Henry E. Riggs, then President of Harvey Mudd College, who identified the need that would lead to the founding of Keck Graduate Institute, the seventh and newest of the Claremont Colleges. The need was a simple one: the world needs scientists and engineers who can help translate basic scientific discoveries into practical applications that will improve the health of people.

KGI was founded in 1997 with a \$50 million grant from the W.M. Keck Foundation. KGI initially developed the nation’s first two-year professional science master’s degree, called the Master of Bioscience (MBS) degree, which has become a model for more than 300 such programs that have been created since 2000 at colleges and universities across the country. This degree program is designed to educate scientifically oriented individuals for leadership roles in the pharmaceutical, biotechnology, medical device, and diagnostics industries through an applied curriculum that integrates science, engineering, management, and bioethics. The curriculum emphasizes inquiry, project-based learning, and team building. In the ensuing years, KGI developed two new master’s programs: a one-year Postdoctoral Professional Master’s in Bioscience Management, and a two-year Master of Science degree in Applied Life Sciences. In addition, KGI offers a PhD Program in Applied Life Sciences and in 2014 opened its School of Pharmacy.

In July 2013, the Minerva Schools at KGI were created through an affiliation between KGI and Minerva Project.

Accreditation

The Minerva Schools at KGI are part of Keck Graduate Institute (KGI), which is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001.

Specifically, WASC has approved the relationship between KGI and Minerva Project, the offering of an undergraduate program through the Minerva Schools at KGI, and the majors in Arts and Humanities, Computational Sciences, Natural Sciences, Social Sciences, and Business.

ACADEMIC INFORMATION

Minerva Schools Academic Calendar

The Minerva Schools operate on the semester system, with two 15-week semesters in one academic year. No summer sessions are offered. The following is the academic calendar for fall 2015 through spring 2018.

	2015–2016	2016–2017	2017–2018
First Day Fall Term Classes	Sep 7 (M)	Sep 5 (M)	Sep 4 (M)
First Day of Winter Recess	Dec 19 (Sa)	Dec 17 (Sa)	Dec 16 (Sa)
Last Day of Winter Recess	Jan 10 (Su)	Jan 8 (Su)	Jan 7 (Su)
First Day Spring Term Classes	Jan 11 (M)	Jan 9 (M)	Jan 8 (M)
Last Day of Spring Term	Apr 22 (F)	Apr 21 (F)	Apr 20 (F)

Examination Schedule

Examination schedules vary for different courses, but all sections of the same course will have examinations on the same days and will have assignments due at the same time.

Bachelor of Sciences and Bachelor of Arts Degrees

The Minerva Schools at KGI offer a B.S. degree in Business, Computational Sciences, Natural Sciences, and Social Sciences, as well as a B.A. degree in Arts and Humanities. Like the rest of KGI, these programs rest on empirical findings and theories that are rigorously tested. Moreover, the students are expected to master scientific approaches to answering questions, including the use of sophisticated statistical and data analytic tools. In fact, every student in all majors conducts an original piece of research for his or her capstone project, which is expected to be conducted at a professional level. All of the undergraduate programs have been approved by WASC (with, as of March 2015, the Business Major having interim approval).

All courses in the Minerva Schools are seminars; there are no lectures, and no courses aimed solely at information transmission. Rather, all seminars are defined in terms of specific learning objectives and all aspects of the curriculum are designed in the service of ensuring that students attain those objectives.

The Minerva approach to teaching is unique, characterized by devoting class time to deep learning, leading students to internalize habits of mind (cognitive skills that are learned so well they become automatic) and foundational concepts (knowledge that can be built upon) so that they can be used easily and creatively – in problem solving, reasoning and planning in their daily and professional lives.

Key features of course design include:

The Active Learning Forum™

The Active Learning Forum is the backbone of the MSKGI program. This Internet-based software platform enables highly interactive, face-to-face, synchronous online seminars that in many ways surpass what is available in traditional classrooms, MOOCs and current web-conferencing software and Learning Management Systems (LMSs). Unlike the alternatives, the

Minerva platform was built solely to be used in university seminars—it is not a general-purpose meeting or communications platform, but rather is tailored specifically to enhance learning in seminars.

Minerva uses data analytics to support learning, tracking and providing feedback based on specific learning outcomes. These tools are used to guide students to meet their learning goals and to help faculty to teach more effectively. Moreover, the platform facilitates students' assembling portfolios of their work, which helps them with eventual employment and other post-graduate endeavors. Students provide their own laptop computers with built-in webcams.

The recommended computer is a MacBook Pro Retina 13 or better.

Advanced Education

Classes consist of fewer than 20 students. Because of selective admissions, Minerva students will not find learning facts and figures a major challenge. Thus, students are expected to learn the fundamentals of a subject on their own, prior to class. All courses are taught at an advanced level; standard introductory-level courses are not offered. However, to help students master the prerequisite material, a digital library of the very best e-textbooks, MOOCs, and other online course material is continually being updated. The instructor provides access to specific materials necessary for each session of each course at least two weeks prior to that session. Thus, students know well in advance what material they must master in order to follow and contribute to each class session.

Students are expected to spend, on average, 40 to 50 hours each week outside of class, preparing for courses, doing assigned reading, completing assignments and—most importantly—engaging with one another to explore the ideas introduced in coursework.

Cultural Immersion

The undergraduate years are the ideal time to immerse students in unfamiliar cultures. To that end undergraduate students participate in a deeply engaging cultural, social, and political experience in multiple locations around the globe. Students live together in Minerva housing in San Francisco in their first year and, unless there are extenuating circumstances (e.g., financial or familial), students are expected to live and study in designated housing in a different city each semester after the freshman year. Cohorts of 150 students travel as a unit (with exceptions being granted, as necessary). This cohort model encourages close bonding and peer support.

The overarching goals of the cultural immersion portion of the program are to help students understand something about the range of views and values held in different human societies and help students see how material learned in courses can be brought to bear in a wide variety of contexts. To this end, we:

1. Prepare orientation packages for each location, which include: a) basic cultural information, including local etiquette; b) basic language instruction (e.g., the most essential words and phrases); c) important geographic features (e.g., the top sights with explanations of why they are of interest), and d) curated and self-guided tours that are designed to ensure that the students sample what the locale has to offer. The regional Student Life Manager and Student Services Manager plan and oversee the student experience in each location.
2. We make specific efforts to integrate cultural immersion activities with the material being taught in the curriculum, particularly the use of the habits of mind and foundational concepts (HCs) that are introduced in the cornerstone courses.
3. The courses have assignments that are location-specific (e.g., observing how speakers are determined at a town meeting at City Hall), which will allow students in different locations to compare local practices and appreciate cultural diversity.

4. We provide no-credit “co-curricular” activities that take advantage of local socioeconomic and cultural resources. For instance, students in Bangalore might explore the impact of microloans on the local economy. (See other examples of co-curricular activities below.)
5. Equally important, cultural immersion is also accomplished because the students themselves come from such a wide array of countries and cultures. Working in a truly multinational social and academic cohort of peers builds deep cultural understanding in ways that cannot be acquired by students in traditional American universities and typical study abroad programs.

The City as Learning Laboratory

A unique strength of the undergraduate experience is the use of local resources as part of a global “learning laboratory.” Local libraries, museums, laboratories (in universities and companies), and enterprises are used to enrich the student experience. Relationships with top institutions that are eager to collaborate are already being cultivated.

Advising and Mentoring

Every student has an advisor, who comes to know him or her well. During the first year, each student is assigned a member of the Minerva faculty as an advisor. This advisor is responsible for helping the student choose a major and concentration, and for mentoring the student as needed. As soon as the student has chosen a major, he or she ranks four faculty as choices for advisor; Minerva will do its best to assign one of these choices as the advisor. Finally, the student may choose a new advisor for the capstone project, by mutual consent with the faculty member. In addition to an advisor (who is a Minerva faculty member), students typically have a mentor (who serves as a secondary advisor) for their capstone project; the mentor is an expert in the relevant field, and typically is not a Minerva faculty member. All mentors must be approved by the College Dean’s office.

Collaborative Learning

Students learn how to work well as a member of a group that includes people with very different backgrounds, skill-sets, and knowledge. The Minerva Active Learning Forum allows the professor to define breakout groups according to many criteria, which ensures that breakout groups can be heterogeneous along many dimensions. Moreover, the platform is structured to provide study sessions before and after class, which facilitates group projects. The platform can facilitate all collaborative work, breakout sessions, group discussions, and joint assignments, and is used to teach students how to engage in such group activities more effectively.

The Capstone Project

The capstone project is the culmination of the students' educational experience. This project requires students to integrate and apply what they learned in order to create something new. Each major organizes its own capstone program, which may vary for different concentrations — but in all cases the student is expected to produce a novel, sophisticated work. Each student has a Minerva faculty advisor and, typically, a mentor (an expert in the field, who typically is not a Minerva faculty member), who act as consultants on the project, but the students create the projects themselves. Students typically begin their projects in the second semester of their junior year. Beginning their first semester junior year, they take a seminar that focuses on innovation in related content areas. This seminar is designed to help students focus on a specific project. By the end of the junior year, students have not only selected a project, but also have made progress in implementing it. And by the end of the first semester of the senior year, students have completed the project. Students take a second capstone seminar the second semester of their senior year, where they are guided through the process of revising the report of their project. Students may not succeed on their first draft--this experience helps them learn from failure, and become comfortable with failing, regrouping, and then succeeding. The capstone launches students into the next stage of their professional lives.

Tutorial Courses

In most universities, the faculty generates a list of arbitrarily selected topics for student electives. At Minerva, we allow students to determine the topics – we want to facilitate your learning what you want to learn. Rather than having a fixed number of electives, we offer an infinite number of possibilities. In most concentrations, students take two Senior Tutorials during their final year. These tutorials consist of a professor and three students. To organize the tutorials, each student submits a few topics of interest and Minerva assigns students to tutorials based on their shared interests. Students work with the faculty member to design the syllabus and then the faculty member facilitates discussion and deep interaction over the topic of the seminar. Minerva plans to hire faculty specifically to teach these seminars, based on their expertise.

Global Leadership

Students in the Minerva Schools at KGI are future leaders who learn how to leverage their own strengths and how to work effectively with people who have different strengths. Thanks to the global diversity of the student body, students learn first-hand about different cultural norms and practices, cultural sensitivity, and how to interact effectively with people of different national, religious and cultural backgrounds.

Overview of the Curriculum

The curriculum is designed to emphasize both broad understanding of many fields and deep expertise in at least one area of knowledge.

Four-year Plan

In the first year, we introduce key habits of mind and foundational concepts. We then apply and reinforce these skills and knowledge across all subsequent courses, which leads students to develop critical thinking, creative thinking, effective communication, and effective interaction skills.

In the first year, four cornerstone courses provide a comprehensive foundation for study across disciplines. This shared academic experience is the basis for your continued intellectual growth.

In the second year, you take core courses from different majors, critically evaluating them and selecting a major. Having selected a major, you then select a concentration and begin to prepare for it by completing prerequisites.

The following years balance focused work in your selected major and concentration with breadth and elective courses in the others.

In your junior and senior years, the capstone project allows you to synthesize your studies and create something new. The project is your own vision — a work with practical application in the world that serves as your bridge to professional life. This experience is complemented by the Oxford-style Senior Tutorials, which hinge on a deep exploration of a subject of your choosing — in a very small seminar (two other students and a professor).

Majors and Concentrations

The Minerva Schools offer five majors, one from each of four colleges in the School of Arts and Sciences and one from the School of Business. There are no departments within the colleges; rather the programs offered are deeply

interdisciplinary. In fact, although each of these majors has a collection of specific concentrations, the concentrations are matters of emphasis: all also include key material in majors from the other colleges. Students will appreciate the broader intellectual context of the material in their concentration.

At the beginning of the second semester of the sophomore year, students select a major and concentration in which they will deeply explore a subject of their choosing; the major typically will include 14 courses, all of which will be drawn from a pool of appropriate offerings. The Minerva Schools at KGI plan to offer the following five majors, each with six or eight concentrations (listed to the right of the major). (See the course catalog on the Minerva website for details on the majors, concentrations and courses.)

School of Arts and Sciences	Concentrations
Major in Arts and Humanities	Analyzing the Humanities Contextualizing the Humanities Historical Trends in the Humanities Arts and Commerce Philosophy, Ethics, and the Law Communication and Persuasion
Major in Computational Sciences	Computational Theory and Analysis Computational Knowledge Discovery Applied Problem Solving Computer Science and Artificial Intelligence Mathematics and Operations Research Data Science and Statistics
Major in Natural Sciences	Theoretical Foundations of Natural Science Research Analyses in Natural Science Designing Solutions Molecules and Atoms Cells and Organisms Earth's Systems
Major in Social Sciences	Theory and Analysis in the Social Sciences Empirical Approaches to the Social Sciences Designing Societies Mind and Emotion Economic Markets Global Governance

School of Business	Concentrations
Major in Business	Mergers Acquisitions Partnerships and Sales Brand Creation and Management Strategic Finance Managing Operational Complexity Business Life Cycle: Start-up Business Life Cycle: Growth Business Life Cycle: Maturity Business Life Cycle: Turnaround

*The Arts and Humanities, Computational Sciences, Natural Sciences, Social Sciences, and Business majors have all been granted WASC approval.

Registration and Course Enrollment

During their freshman year, all students enroll in the four required cornerstone courses. At the start of the school term, schedules are delivered to students including assigned professors, class times and required books and materials. In subsequent years, students work with their advisors to determine course selection based on major, concentration and other interests. Course requests are submitted halfway through the preceding semester and final course commitments confirmed before the conclusion of the preceding semester, giving ample time for pre-course preparation. All students are required to complete registration and course enrollment each semester, through Minerva’s online registration system, by the date designated in the calendar for the academic year.

All students must be in good standing in order to register for future courses.

Student Status

The undergraduate Minerva Schools program consists of 120 semester credits. Typically, the student completes this course of study by taking two semesters a year (two 15-week semesters separated by a short winter break) of full-time enrollment for four years. Part-time enrollment is not available for the freshman year and Minerva does not offer summer sessions for credit.

The curriculum is based on conventional measures of the credit hour. Students are only considered full time if they are continuously enrolled for both consecutive semesters annually, at a full course load (four courses per semester except during the sophomore year, when it is three courses per semester).

International students studying in the U.S. must maintain full-time status to be in compliance with visa regulations. Note that timely registration for courses is especially important to remain in compliance with visa regulations.

Students are considered to be in good standing if they:

- have passed (or, during the first year, are passing) all Cornerstone courses,
- have a *C* average in subsequent courses,
- are on track with taking required courses, and
- have been continuously enrolled for both previous semesters at a full course load.

In order to graduate, students must complete the Cornerstone courses and the requirements for the major and concentration, and have at least a *C* grade point average.

Academic Records

An academic record includes all Minerva Schools coursework for which credit is granted and in which students enroll.

Course Credit

A standard four-semester-credit course (referred to simply as “a course”) generally consists of two 90-minute formal seminars per week and one day-long location-based assignment per semester. Minerva expects a minimum of eight to ten out-of-class hours per course per week.*

There are (relatively few) instances where a course might require fewer formal class meetings than the average course but require proportionally more than eight to ten hours of out-of-class work. Such cases include:

- Courses involving unusually extensive, mandatory independent work (programming, reading, research, and writing)
- Courses involving supervised intensive experiences (laboratory or field work)

**Refer to the KGI Credit Hour Policy in the Appendix.*

Grades and Honors

Minerva adheres to KGI university-wide policies regarding most of the rules for grades and honors, and the following is quoted from those policies (though in some cases it is adapted for the purposes of the Minerva Schools at KGI). Faculty members are responsible for assessing the performance of each student enrolled in a course and rendering this assessment in a grade that becomes part of the student’s academic record. Presentation skills, both written and oral, are an important part of a student’s performance, in addition to the mastery of the material and the originality and thoroughness of the work. Each faculty member is responsible for clarifying the grading criteria in his or her courses. The faculty also include metrics obtained via the Minerva Active Learning Forum when computing the overall grade.

The grading and assessment of student performance is a critical part of the educational process and is taken very seriously at the Minerva Schools. There is a wide range of course formats, projects, and presentations that require different means of assessment.

Although the form may vary, the faculty are responsible for reporting on the performance of each student enrolled in a course.

As discussed in detail below, the cornerstone courses are graded Pass/Fail, based on rubric scores for each HC. The grades at the end of the first year are provisional: The HCs are evaluated in all subsequent courses and those scores are used to adjust the first-year grades (up or down). At the end of the senior year, a final letter grade is assigned for the cornerstones (based on how well the material was mastered over the course of the entire four years).

A course in which a student receives an F grade does not count towards meeting the unit requirement for a degree, but does count in computing the grade point average. The GPA listed on a student's transcript includes all courses taken except for the first-year cornerstone courses, which are graded as Pass/No Pass until the senior year when a letter grade is awarded.

Because all sessions are video recorded, the faculty review each session and code student comments and interactions according to multiple criteria. In particular, they code for: (a) evidence of having met the degree learning objectives, concentration learning objectives and course learning objectives, and (b) use of the habits of mind and foundational concepts taught during the first-year cornerstone courses. This information is sent back to each student at the end of each week. In addition, faculty administer examinations and various kinds of written and project-based assignments. These assignments are graded according to the same multiple criteria.

When examinations or assignments include a subjective component, faculty members who lead different sections of the same course will grade each other's students, without knowing their identities (or the identity of the teaching professor).

Letter Grades

Grades at Minerva reflect how well students have mastered the material. Grades are based on how well students can reason critically and creatively about course materials and can communicate and interact effectively regarding those materials. Passing letter grades range from *A* through *D*; an *F* is a failing grade. Grades *A* through *D* may be modified with + or – to reflect further distinctions. All courses after the first year are graded using letter grades.

The Minerva Schools define grades as follows:

A = Excellent

B = Good

C = Adequate

D = Deficient

F = Unacceptable

The grade point average is calculated by averaging grade points received in all Minerva courses.

Incomplete Grades

As a rule, Incomplete (*I*) grades are not allowed at Minerva. If students become ill or experience an unplanned situation that disrupts their ability to complete one or more courses, they may present the dean of their college with a petition and documentation of the circumstances preventing them from completing coursework, the course instructor's consent, and an inventory of the missed work and revised schedule for submitting outstanding work. A student must submit an Incomplete Petition before the last day of classes. If the leave is granted, the student has until the tenth day of instruction in the following semester to submit missing work and be awarded a letter grade. If a student requests an Incomplete during the final exercise period after the last day of class, reporting that illness prevents the student from completing a final exam or project, he or she must provide medical documentation verifying illness; this documentation must be submitted within 48 hours of the date of the final exam or due date for the final project.

Other Grades and Transcript Notations

The Minerva Schools use the following to define transcript notations:

I = Incomplete

W = Withdrawal (requires permission from the college dean after drop date has passed)

IP = In Process, denoting a course that is still being taken or is in the process of being graded

NR or *NGS* Indicate that a grade is missing because the instructor has not submitted it

Low-Grade Notifications

Instructors must give students notice that they are doing unsatisfactory work. Such notices may be based on examinations, assignments or on the metrics from the Minerva Active Learning Forum (such as lack of engagement or poor contributions in class). Low-grade notices are intended to help students focus on necessary work and will be shared with the students' advisors and college deans.

Disputed Grades

If a student believes he or she has compelling reasons to argue that a grade was in error, the student should make an appointment with the instructor to discuss the issue. If the instructor decides that the grade should stand as initially assigned, and the student still believes the grade was unfair, he or she should write a petition in which he or she makes the case for changing the grade. The student should submit the petition to the designated member of the college dean's staff no later than the third week of the following semester. The college dean's office will discuss the issue with the student and faculty member, and decide whether the grade should be changed.

Honors

Bachelor degrees are awarded *summa cum laude* to all those with Grade Point Averages above 3.75, *magna cum laude* to those with Grade Point Averages between 3.66 and 3.75, and *cum laude* to those graduating with GPAs of 3.5 to 3.66.

Freshman Year Academic Policies and Procedures

The freshman curriculum at Minerva Schools consists of four, year-long cornerstone courses designed to be taken simultaneously. The cornerstone courses are devoted to developing the habits of mind and foundational concepts that are the basis of the Minerva curriculum. Because of this unique structure, Minerva has developed a separate set of academic policies and procedures that apply to freshman year and that differ in some respects from academic policies that apply to later years of study and to KGI students more generally.

Definition of Terms

Class obligation: A class obligation is any participatory action a course requires of the student. This includes turning in assignments on time and class attendance. When a student does not complete a class obligation, he or she is assigned a *penalty*.

Designated grading review period: Each semester will have three designated grading periods, ending after four weeks, eight weeks, and twelve weeks. At this time all students' standing in each cornerstone will be reviewed to determine academic status.

Academic Standards Committee: This is a committee with representatives from academics and student services that monitors academic status and adjudicates honor code violation charges. The student's advisor will serve as a liaison to the committee.

Grading

All grades in the Cornerstone courses are based on completion of class requirements and a student's scores for performance of Minerva's habits of mind and foundational concepts (HCs), introduced throughout the year. Students receive a score for each HC on a 1–5 point scale when they employ the habit of mind or foundational concept; each use is scored in written material and during class. Students receive prompt and regular feedback after every class session and assignment is scored, including comments on how to improve performance.

At the end of each semester of the first year, students receive a *Pass/No Pass* grade for each of the Cornerstone courses. The grade is based on completion of class requirements, performance on pre-class quizzes, and an aggregate of HC scores for the semester (see pass requirements below). If a student fails to receive a passing grade in a course, he or she will be required to repeat that course (see failure consequences below).

Throughout the four years at Minerva, students continue to be evaluated on the HCs. At the end of each semester, their grade on each of the HCs is updated. At the end of the four years, at the time of graduation, students receive a final letter grade (*A, B, C, D, or F*) for each of the Cornerstone courses. The final letter grade for each Cornerstone is based on aggregate scores, over four years, for all HCs introduced in that course.

Preparatory Assignments and Pre-class Quizzes

Each class session has a corresponding preparatory assignment. These assignments introduce students to the building block concepts behind each HC and provide background on the content area for the lesson. Before class, students take a quiz designed to test their understanding of the material required for the upcoming class.

HC-Based Assessments

Performance on HCs is assessed in five ways in the cornerstone courses: class participation, iterative assignments, signature assignments, location-based assignments, and the final exercise. Grading for each of these assessments is based on rubrics for the HCs. The impact to the student's grade varies by assessment type: HC grades on class participation and iterative assignments have a weight of one, HC grades on signature and location-based assignments have a weight of two, and HC grades on the final exercise have a weight of four.

Class Attendance/Absences

Students are allowed two absences from each course per semester, without being required to provide a justification (such absences will be exempt from any action by Minerva). Students are still responsible for the missed material (including taking the pre-class quizzes) and will be expected to be prepared for any subsequent work that relies on that material.

Beyond these two allowed absences, we recognize two categories of formal reasons why students might miss classes on an excused basis: religious holidays or unforeseen, documented emergencies (e.g., medical problems).

For anticipated absences to be excused, students must submit documentation to the professor; this includes a letter or email detailing the dates and times of the religious holiday or a letter indicating the date (not the nature) of an upcoming medical procedure, signed by the doctor. Other cases not mentioned should follow this general format. For unanticipated absences to be excused, such as a death in the family, letters by a suitable authority (clergyman, doctor, peace officer, or a newspaper death notice) must be submitted.

Upon returning from an excused absence, a student has three days to: (a) complete and turn in any assignments due; (b) watch the video recording of the class and write a one-page paper indicating how he or she would have used the day's HC(s) in the activities, had he or she been present. Failure to do this make-up work will result in a score of "1" for all HCs relevant to the class session. Unexcused absences will result

in a score of “1” for all HCs relevant to the class session and a penalty. Students may not submit make-up work for unexcused absences.

Timeliness / Lateness

A student is considered late if he or she was present at some point during the first 15 minutes of the class period but did not answer the first Peer Instruction poll. Two late arrivals translates to one penalty.

Late Assignments

A graded assignment is counted as “late” if it is submitted on the dashboard after the published deadline (or make-up deadline, for excused absences). A student is assigned a penalty for each 24 hour time period an assignment is late; for example, if a student submits an assignment five minutes past the deadline he or she will be assigned a penalty. If a student turns in an assignment 30 hours past the deadline he or she will be assigned two penalties.

Pass Requirements

To earn a passing grade at the end of the semester, a student must meet the following benchmarks:

- An average pre-class quiz score of at least 65%
- A grand mean HC score of at least 2.25 aggregated over all HCs introduced in the Cornerstone
- Fewer than 12 penalties

Freshman Honors

A commendation will be awarded at the end of freshman year to those students with a grand mean HC score above 3.5 in each cornerstone.

Early Warning

A student will be placed on Early Warning status if he or she meets one of the following conditions:

1. The student has six penalties in a single Cornerstone course.
2. The student's average pre-class quiz score is less than 75% in any Cornerstone at the end of a designated grading period.
3. The student's mean HC score is under 2.5 in any Cornerstone at the end of a designated grading period.

When a student is assigned Early Warning status, the student and his or her advisor will be informed by the Academic Standards Committee. The student is required to contact his or her advisor within 48 hours and arrange to meet to devise a plan — with specific milestones and deadlines — to improve the student's academic standing. If, at the end of the next designated grading period, the student has improved his or her content quiz average or HC score enough to change his or her academic standing, the student will be removed from Early Warning status. A student who is on Early Warning based on the number of assigned penalties will retain this status for the remainder of the semester.

Freshman Probation

A student will be placed on Freshman Probation if he or she meets one of the following conditions:

1. The student has nine penalties in a single Cornerstone course.
2. The student has retained early warning status in a single Cornerstone course due to pre-class quiz scores or HC scores for two successive grading periods.
3. The student has been assigned Early Warning status in two or more Cornerstone courses.

When a student is notified that his or her record is being reviewed for Freshman Probation, he or she must arrange to meet with the Academic Standards Committee immediately. The committee will review the student's academic standing in each Cornerstone. After meeting with the student, the committee will decide between the following courses of action:

1. Place the student on Freshman Probation. Students on Freshman Probation are required to withdraw from each Cornerstone course for the remainder of freshman year. The student may be allowed to return the following year to repeat the sequence.
2. Grant a four-week grace period to allow the student to improve his or her academic standing. At the end of the four-week period, the Academic Standards committee will meet with the student again to review his or her progress. After the second meeting, the committee will decide whether to place the student on Freshman Probation or to allow him or her to continue completing the Cornerstone sequence.

Failure of a Cornerstone Course

The Cornerstone courses are designed to be taken simultaneously. Failing a single Cornerstone affects a student's ability to complete the other Cornerstone courses.

If a student fails one of the Cornerstone courses, the Academic Standards Committee will review his or her progress in each of the other Cornerstone courses and decide among the following courses of action:

1. If the student is found not to have made adequate progress in two or more of the Cornerstone courses, he or she will be required to repeat the Cornerstone sequence the following year. If the failure occurred during fall semester of the first year, the student will be required to take a leave of absence for spring semester of the first year. If the failure occurred during spring semester, the student will be given the option either to take a leave of absence for fall semester of the following year or to repeat the fall Cornerstone classes before repeating the spring semester.

2. If the student is found to be deficient in only a single Cornerstone course, he or she will be allowed to continue in the other three Cornerstone courses. The student will be required to repeat the semesters of the Cornerstone course that he or she did not complete in the first year during the sophomore year.

Attendance, Absences, Examinations, and Extensions

For all courses, including those after the first year, students are expected to attend every class; there are no exceptions. Each student has an important contribution to make. Each student's ideas, insights, comments, and suggestions are valuable to the class. Therefore, class attendance is mandatory.

Nonetheless, there may be times when a student cannot attend class. Our policy for such cases in classes after the first year is as follows: Two absences per class, per semester will be permitted. Beyond these two allowed absences, we recognize two categories of formal reasons why students might miss classes on an excused basis: religious holidays or unforeseen, documented emergencies (e.g., medical problems). For anticipated absences to be excused, students must submit documentation to the professor; this includes a letter or email detailing the dates and times of the religious holiday or a letter indicating the date (not the nature) of an upcoming medical procedure, signed by the doctor. Other cases not mentioned should follow this general format. For unanticipated absences to be excused, such as a death in the family, letters by a suitable authority (clergyman, doctor, peace officer, or a newspaper death notice) must be submitted.

Upon returning from an excused absence, a student has three days to take the missed assignments and write a one-page paper indicating how he or she would have contributed to the discussion, had he or she been present. Failure to do this make-up work will result in a reduction of the quiz and the class-participation portions of the grade by half a grade point (e.g., a *B* would be converted to a *B-*). Students may not submit make-up work for unexcused absences.

A third unexcused absence will result in a demanding make-up assignment, as determined by the faculty member. Any further unexcused absences will result in the student's grade decreasing by one increment (*A* to *A-*, *B+* to *B*, etc.).

Examinations will always be administered at the assigned time. If a student has a good reason for having to miss an exam (and has formal documentation to justify why he or she has to miss it), he or she will be assigned an alternative project in lieu of taking the exam.

Minerva will not grant extensions except under extraordinary circumstances. If a student believes that he or she has such a circumstance, the student should contact the professor, who in turn will consult with the college dean.

Academic Performance

Students are expected to maintain a *C* average. If a student falls below a *C* average, the student will be placed on Academic Probation. A student on Academic Probation is required to submit a study plan to his or her faculty advisor indicating a plan to improve performance.

If a student fails to bring his or her grades up to a cumulative *C* average during the following semester, he or she will be referred to the Academic Standards Committee. After reviewing the student's academic record, the committee will decide between the following courses of action:

1. Place the student on Academic Suspension and require him or her to take a year's leave of absence.
2. Grant a four-week grace period at the start of the following semester to allow the student to improve his or her academic standing. At the end of the four-week period, the Academic Standards Committee will meet with the student again to review his or her current course standing. After the second meeting, the committee will decide whether to require the student to take a leave of absence for the remainder of the year or to allow the student to continue on Academic Probation.

Leaves of Absence

A student who withdraws and seeks to re-enroll or return from a leave of absence will re-enter the program at the point following the last full academic term completed. The appropriate college dean will review any adjustments required for continuance by an individual student in the program. If a student withdraws for more than two years, he or she must apply for readmission.

Transfer Credit Policy

At the discretion of the College Dean, Minerva will accept transfer credit for up to two four-unit academic courses (a total of eight units), which will be treated as electives.

If a student withdraws or is dismissed from Minerva and seeks admission and transfer of credit to another college or university, that institution determines the extent to which credit is granted for work completed at Minerva.

Honor Code

The Minerva Honor Code rests on four pillars: honesty, integrity, mutual respect, and personal responsibility. Minerva students are expected to conduct themselves with the highest levels of these qualities both inside and outside the classroom. Each student serves as an ambassador to the community for Minerva. When one student exhibits inappropriate behavior outside the university, it reflects badly on every student and the institution as a whole (the public tends not to differentiate between individuals in these situations, and attributes bad behavior to the entire student body).

Minerva students are citizens of an academic community whose members are expected to challenge themselves and one another to achieve greatness, with honesty, integrity, mutual respect, and personal responsibility. Each individual who joins the Minerva community accepts this commitment in an effort to sustain and enhance personal, professional and institutional reputation.

Principles inherent in this Honor Code include:

- Students shall treat all members of the community with respect and without malicious intent to ensure that all students share equal opportunities.
- Students shall conduct themselves in a manner that upholds their reputation for honesty and integrity in order to promote an environment of trust.

To assist students in understanding their responsibilities under the Honor Code, the following is a list of conduct pertaining to academic matters, which violate the Honor Code. Prohibited conduct includes, but is not limited to the following:

Plagiarism

- Knowingly appropriating another's words or ideas and representing them as one's own
- Use of another's words without acknowledging the source
- Paraphrasing the ideas of another without clear acknowledgment of the source
- Falsification or fabrication of a bibliography

Cheating

- Unauthorized collaboration on assignments or examinations
- Use of unauthorized resources during class and on exams and coursework
- Use of previously submitted coursework for alternate purposes without prior approval

Obstruction of Honor Code

Making false statements to an Honor Code investigator.

Falsification of Information

Submission of falsified documents, such as transcripts, applications, petitions, etc.

It is not a defense to charges of violating this Honor Code for a student to claim that she or he has not received, read or understood this Code, or is otherwise ignorant of its provisions. A student is held to have notice of this Honor Code by enrolling at Minerva. Students shall fully cooperate with investigations into potential violations of the Honor Code.

Charge of Honor Code Violation

Initial Charge and Informal Process

A faculty member, staff member, or student who wishes to make a charge of a violation of the Honor Code against a Minerva student must report violations to the Academic Standards Committee. It is the responsibility of students, staff, or faculty who suspect such a violation to make a charge in writing, using the Academic Dishonesty Charge Form.

Upon receipt of Academic Dishonesty Charge Form, the Academic Standards Committee or a designee will conduct a preliminary investigation into the matter by meeting with the accused student. The committee will notify the accused student that a complaint has been filed and inform the accused student of his or her rights under the Honor Code.

If the accused student admits responsibility for academic dishonesty, the faculty member responsible for the associated academic activity will be informed of the charge and the student's admission. The Academic Standards Committee may then impose a grade penalty based on the faculty member's recommendation, which could be a reduced or failing grade for the assignment as well as any grade penalty up to and including an F for the course. If the accused student does not admit responsibility for academic dishonesty, he or she has the right to present witnesses and exculpatory information. After hearing all witnesses and considering all evidence presented, the Academic Standards Committee will decide whether a violation of the Honor Code has occurred.

Sanctions

If it is determined that the accused student has violated one or more of the provisions of this Academic Honor Code, the Academic Standards Committee will consult with the faculty member involved in the violation and impose grade penalties. Just as in the case of an admission by the student via the informal process, the committee may impose a reduced or failing grade for the assignment as well as any grade penalty up to and including an F for the course. If the student is determined to have committed no wrongdoing, the committee may not impose any grade penalty.

In addition to any grade penalty the Academic Standards Committee may impose additional sanctions. These sanctions may include, but are not limited to warning, fine, probation, referral to counseling, notation in the student's permanent file, suspension, expulsion, reduction in scholarship and/or financial aid, or withdrawal of an awarded degree/certificate.

Multiple violations of the Honor Code may be expected to result in the imposition of more severe sanctions.v

The fact of a violation will be noted on the student's official transcript and an awarded degree can be withdraw upon recommendation of the KGI President.

Student Records

Privacy Rights and Responsibilities

In compliance with the federal Family Educational Rights and Privacy Act (FERPA) and the California Public Information Act, students at the Minerva Schools at KGI are assigned the following four rights in regard to maintained education records:

1. Students have the right to inspect and review education records. Education records are defined as records in any format that directly identify the student and are maintained by the various offices of the Minerva Schools at KGI. Some records may be administered by additional privacy laws and regulations that supersede FERPA, and, therefore, may not be available under this policy. Requests for the inspection and review of education records must be submitted directly to the custodian of the record, following policy and procedure of the office in whose custody the record is maintained.
2. Students have the right to seek to amend education records. In compliance with KGI's policy, individual offices have established procedures for challenging the content of education records. Students may also submit a written request for review of a particular education record to the appropriate office. Under FERPA, grades are exempted from this provision. Students with concerns about individual grades should contact the Dean of Students.
3. Students have the right to have some control over the disclosure of information from education records. Students may request that Minerva restrict the release of directory information by submitting a written request to the Registrar's Office. Such restrictions remain in effect until canceled in writing by the student. Students may declare themselves to be tax dependents of their parents and authorize Minerva to release non-directory information to parents. Such authorizations remain in effect until canceled in writing by the student.

4. Students have the right to file a complaint with the Federal Policy Compliance Office, a division of the US Department of Education, for any alleged violation of their rights under FERPA. Complaints must be submitted in writing to: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue SW, Washington DC 20202-5920.

In compliance with FERPA, KGI-Minerva has designated the following items of information as directory information: name and student user name; local and permanent address; local, cellular, and permanent phone number; email address; date and place of birth; major field of study; dates of attendance; enrollment status; degrees and awards received; most recent previous institution attended; photographs; participation in officially recognized activities. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if released. Unless restricted by the written request of a student, Minerva may release directory information without the prior consent of a student. Directory information required for course or classroom participation in courses may not be withheld from faculty and students connected with the particular course. Information that is not directory information is non-directory information and, unless accepted by FERPA, requires the prior written consent of the student for release.

As permitted by FERPA, Minerva allows access to student directory and non-directory information by education officials when a legitimate educational interest exists for specific education records. A legitimate educational interest exists when an education official demonstrates a need to know specific information to accomplish instructional, advisory, administrative, research, supervisorial, or other administrative responsibilities assigned by Minerva. Education officials may include employees, faculty, staff, designated representatives of Minerva, and contracted agents and agencies of Minerva. Minerva may outsource some operations requiring the disclosure of information from education records. Providers of such services include the National Student Clearinghouse. Education officials, including contracted providers, who receive education records, must comply with all FERPA regulations regarding re-disclosure and the privacy of such education records.

Under FERPA, and in compliance with other federal and local regulations, privacy rights in the post-secondary environment are reassigned from parents to students. Nevertheless, FERPA permits institutions to disclose information from education records to parents and to other third party entities in specific situations and under certain conditions. Among these situations are the following: to schools where the student seeks, intends, or has enrolled; in connection with financial aid; to certain government authorities, including U.S. military recruiters; to certain entities conducting studies or audits on behalf of Minerva, by federal, state, or local education authorities, or by professional and other educational organizations; in compliance with court orders and subpoena where health and safety are at risk or in the event of student status changes; when violations to federal, state, or local regulations have occurred and violations to institutional policy have been determined in regard to crimes of violence or non-forcible sex acts and, for students under the age of 21, the use or possession of alcohol or other controlled substances; and per additional contingencies set forth in FERPA.

For further information from the United States Department of Education:

<http://www.ed.gov>

You can find detailed FERPA information at:

<http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

You can find information from the Family Policy Compliance Office (FPCO) at:

<http://www2.ed.gov/policy/gen/guid/fpc/index.html>

Video Recording Retention and Access Policy

Sharing

In order to provide formative assessment of classroom discussion contributions in context, each Minerva class session will be video recorded. These recordings will be made available to students enrolled in the recorded class section so that students can view the personalized feedback/assessments written by the professor and later review the class discussion. These recordings are not to be shared/distributed by students without the explicit written permission of the course faculty member.

Retention

The video recording of a class discussion in a particular section of a course will be made available to the students enrolled in that section shortly after the discussion concludes, and will remain accessible to the students until the first day of the following academic year. Access to a recording from previous academic years can be requested for the purpose of appealing a grade or selecting video clips to include in a personal academic portfolio. Please direct these requests to Associate Dean Rena Levitt: rlevitt@minerva.kgi.edu.

Students with Disabilities

This policy governing provision of services for students with disabilities has been adopted for students at Minerva from KGI policy.

Provision of Services

Minerva policies in this regard are identical to those of KGI in general, and hence the following is quoted directly from the KGI Student Handbook: KGI has an institutional commitment to provide equal educational opportunities for qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990

and Section 504 of the Rehabilitation Act of 1973. To provide equality of access for students with disabilities, accommodations and auxiliary aids and services will be provided to the extent necessary to comply with state and federal laws. For each student, these accommodations and auxiliary aids and services will specifically address those functional limitations of the disability, which adversely affect equal educational opportunity. KGI will maintain specific criteria and procedures to implement this policy.

Resources

The Office of Student Services is responsible for determining, coordinating and providing appropriate accommodations and auxiliary aids and services for qualified students with disabilities.

Eligibility

Students are eligible for consideration for accommodations and/or auxiliary aids and services if they have a documented disability and the Special Accommodations Coordinator has met with the student and determined that functional limitations of the disability require such accommodation, auxiliary aids and/or services.

Student Responsibility

Each student bears the responsibility of initiating a disability-related request for accommodations, auxiliary aids and/or services with the Special Accommodations Coordinator prior to the time such an accommodation, auxiliary aid and/or service is needed.

Documentation

Once specific academic accommodations, auxiliary aids and/or services are identified and discussed with the Special Accommodations Coordinator, the student will be asked to provide appropriate documentation to support the request. This documentation from an appropriate professional should reflect the student's present level of disability and how the disability affects the student's needs in an academic environment. The Special Accommodations Coordinator has discretion to determine what type of professional documentation is necessary, and this may vary depending on the nature and extent of the disability and the accommodation, auxiliary aid and/or services requested. The request for an accommodation will be evaluated promptly once the documentation has been received.

Confidentiality

If a student who has a documented disability wishes to have an accommodation, the student should contact, in writing, student services to request a review. The student must provide detailed documentation that characterizes the disability and provides a clear argument for an accommodation. The student will be actively involved in the process of formulating appropriate accommodations.

Minerva treats all information about disabilities and medical conditions as confidential, and will not share it except in cases mandated by law or as necessary for university processes. These processes include identifying and providing appropriate accommodations, addressing threats, and investigating claims or charges.

Glossary

“Disabled” means having a physical or mental impairment, which substantially limits one or more of a person’s major life activities.

“Qualified Disabled Student” means a disabled person who meets the academic and technical standards requisite to admission and participation in the educational program or activity.

“Accommodations” refers to modifications to the course, program or educational requirements as are necessary and appropriate so that such requirements do not discriminate or have the effect of discriminating on the basis of disability. Academic requirements that are essential to a course or to the program of instruction being pursued by the student or which relate directly to licensing requirements will not be regarded as discriminatory within the meaning of this section. Potential modifications that may be considered include (but are not limited to) changes in the length of time permitted for completion of the B.S. and B.A. degrees, substitutions of specific courses required for the completion of degree requirements, extended time on an examination or paper, and other appropriate accommodations that do not fundamentally alter the essential nature of a course or academic program.

“Auxiliary Aids and Services” may include but are not limited to note-takers, readers, brailled or large print materials, and mobility training for students with visual impairments; sign language interpreters, real time captioning, and note-takers for students who are deaf or hearing impaired; and typists and scribes for students with manual impairments. (This is not an exhaustive list.) Devices or services of a personal nature such as personal attendants, individually prescribed devices, or readers for personal use or study are not provided.

GENERAL REGULATIONS AND POLICIES

Principles of Community

The Minerva Schools at KGI are first and foremost an institution of learning and teaching, committed to serving the needs of society. The community reflects and is a part of a society comprising all races, creeds and social circumstances. Minerva confronts and rejects all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside Minerva, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. Minerva recognizes and cherishes the richness contributed to lives by diversity. Minerva takes pride in various achievements and celebrates differences.

Minerva recognizes that everyone has an obligation to the community of which they have chosen to be a part. Minerva will strive to build a true community of spirit and purpose based on mutual respect and caring.

Philosophy Statement

The broader KGI community strives for the highest ethical standards and its members will hold each other accountable to them. The broader KGI community will abstain from improper conduct in academic and personal lives, ensuring that successes come only from just and ethical means.

Notice to Students

Minerva reserves the right to make changes to policies, rules and regulations related to academic, financial, and other university-related decisions at any time. These changes may affect such matters as tuition and all other fees, courses, degrees and programs offered, degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students.

Safety Policy

Minerva is committed to providing a safe and healthy learning environment for students, faculty and staff. Minerva is required to meet health and safety standards as specified by federal, state, local and country-specific laws (depending on where a residence hall is located).

The following statements, adopted by the KGI Board of Trustees, constitute Minerva's safety policy:

- Minerva students, faculty and employees have the right to expect a safe place in which to study and work.
- Minerva's faculty and staff, and in particular all supervisors, carry the basic responsibility to make the safety of other human beings their concern. This responsibility is shared by everyone who has a part in the affairs of the Minerva Schools at KGI.
- The safety standards and procedures followed by Minerva are described in detail in the Minerva Emergency Procedures Handbook made available to all students, faculty, and staff via the Minerva resources website.

General Complaint Procedures

Minerva Schools at KGI take student complaints seriously. We encourage you to resolve areas of concern informally. If you have a complaint, you may present your complaint in writing to the Office of Student Services at MSKGI. The student services staff will provide you with an explanation of the campus process for addressing your particular complaint(s) and answer any questions you may have to assure you a fair process.

If you are unable to resolve your complaint and believe that MSKGI is in violation of accreditation standards, you may also direct a complaint the Western Association of Schools and Colleges - Senior College and University Commission (WASC) at:

<http://www.wascsenior.org>

If you believe that your complaint continues to warrant further consideration after exhausting the review by MSKGI and/or WASC or, you may contact the California Bureau of Private Postsecondary Education as follows:

California Bureau of Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Telephone: 916-431-6924
Fax: 916-263-1897
Website: <http://www.bppe.ca.gov/>

Nothing in this disclosure limits any right that you may have to seek civil or criminal legal action to resolve your complaints.

Other Student-Related Policies and Procedures

Minerva Schools at KGI follow the policies and procedures of KGI in a number of areas. Please see the KGI Student Handbook for the following KGI policies that apply to students at Minerva Schools at KGI:

- Gender-Based Discrimination and Harassment
- Student Grievance Policy and Procedure for non-grade related grievances
- Appropriate use of Campus Computing and Network Resources
- Guidelines for Personal Use of Social Media
- Academic Freedom

You may access the relevant KGI Student Handbook at:

<http://www.kgi.edu/current-students/student-services/student-handbook>

International Students

All international students need to obtain an F-1 visa to attend MSKGI in the United States. Admitted students can find detailed instructions for obtaining a visa on the Student Enrollment Center site. Throughout their stay in the U.S. as a student on the F-1 visa, it is each student's responsibility to maintain valid student status by complying with the following regulations:

1. Hold a valid passport and a SEVIS I-20 that is valid for the Minerva Schools at KGI.
2. Continue to carry a full course of study.
3. Limit on-campus employment to 20 hours per week during school and receive proper authorization for off-campus employment (only after completing a full academic year).
4. Follow procedures to transfer to a school other than the one originally authorized.
5. Have an I-20 form signed by an international student advisor prior to every departure from the United States.

Students must be enrolled in a minimum of four units at the end of the add/drop period and must retain all four units throughout the semester. Failure to do so will result in loss of F-1 status (considered out of status). Exceptions to the four-unit minimum requirement: Each student may be excused *once* for a total of one semester if he or she meets at least one of the requirements for a reduced course load.

More detailed information is provided during Orientation week on the full extent of requirements for student visa status. Students are required to check in regularly with the international student advisor to ensure compliance with visa regulations.

Compliance with Reporting Requirements Through SEVIS

Students and exchange visitors in F, M, or J status must report any change in their U.S. address or personal information to the international student advisor within 10 days of the change.

Consequences of Academic Probation

To comply with visa regulations, international students must be making continual satisfactory academic progress towards their degrees. Students may be placed on academic probation if they do not satisfy immigration and/or Minerva Schools at KGI academic requirements.

Grace Period After Graduation

When students have completed a full course of study and 12 months of Optional Practical Training (if applicable), they will have a 60-day grace period before they must leave the United States. If, however, they do not complete their studies in a timely manner, or if they have not complied with the above regulations, they may be out of valid student status. In such cases, students need to request reinstatement from the U.S. Bureau of Citizenship and Immigration Service. Reinstatement may or may not be granted.

Employment

Students must not work off-campus until having completed a full academic year and must have proper authorization to do so. On-campus employment is limited to 20 hours per week, while school is in session and 40 hours during the summer or school breaks.

Required Health Insurance

The Minerva Schools at KGI require international students to enroll in a student health insurance plan. Minerva students are charged for the full annual insurance premium on the Fall Term bills. Students with acceptable alternate insurance coverage may apply for a waiver. International students are automatically enrolled unless they obtain a waiver.

Please remember that compliance with these laws is required by USCIS and that no exceptions to immigration rules or regulations can be granted by the Minerva Schools at KGI.

LIFE IN
THE MINERVA
COMMUNITY

Residential Life

The Inaugural Class, starting in fall 2015, will reside in a Minerva residence hall in San Francisco, California. The residence hall offers dormitory-style accommodations with two to four students per room or living suite. There are communal areas for socializing and facilities for cooking. Students have a variety of outside dining options, including local restaurants, food trucks, and delivery services. Each cohort has residence assistants (RAs) who will provide guidance and mentorship, organize local activities, and ensure safety and well-being for all students. Accommodations are provided for students with disabilities and RAs are trained to support and advocate for any student with any special needs.

Residential Experience

Complementing classroom learning, Minerva students are encouraged to live and study in Minerva-designated housing in up to seven different cities during their four years of studies. Minerva residence halls located in major urban centers around the world enhances the academic experience and provide students with unique cultural, social and political experiences.

Students are assigned to shared rooms within a residence hall by the Student Services Office during the summer months prior to their enrollment. All facilities are equipped with the physical space to support academic, recreational and cultural activities. Serving as the common ground for the social and intellectual community at Minerva, the residence halls are staffed with live-in residence hall staff to help maintain the integrity of the building's culture and ensure the welfare of the student community. Each residence hall sponsors a variety of social programming, such as special dinners, lectures, community service activities, and social gatherings. In addition to community-sponsored activities, Minerva residence halls have ample health

and wellness support, including ready access to everything from counseling and life-skills training to emergency response. Residence assistants (RAs) are stationed in each residence hall to help students address issues that may affect their engagement and learning, such as the adjustment of living in a new place and a different culture, homesickness, school-life balance, and stress.

Basic Rules of Conduct and Discipline Process Procedures

Minerva students will live in residence halls throughout their term, beginning their first year in San Francisco. The Residence Hall Director will review key rules of conduct with all students during the Arrival Orientation the week before classes begin. The rules of conduct at Minerva will be presented with three perspectives in mind:

A. Local Laws

All students will be subject to the local laws of the city, state, and country where they are living. These laws will determine students' right to work, travel, and behave in ways that may be different from the students' home countries. Although Minerva will help orient students to local laws during orientation, it is the responsibility of the student to be informed regarding any and all laws. For example, if a student is in violation of a local law, such as felony drug possession, Minerva will be unable to intervene between the student and the local authorities. This is particularly important because Minerva students will be living in privately owned residence halls located in the center of town, and as such, local authorities can be summoned in the event of any disturbance.

B. Minerva Conduct Policies and Procedures

For rules of conduct and procedures governing violations of conduct that are typically under the jurisdiction of a university, such as the honor code, discrimination, or bullying, Minerva students will be subject to the disciplinary policies contained in the KGI Student Handbook. When applicable, and unless otherwise stated, Minerva will abide by these policies and procedures. Because this, and other handbooks, will be updated throughout the year, it is important for students to review policies regularly.

Any member of the Minerva Schools at KGI community may report alleged conduct by a student or student organization that may be a violation of the Principles of Community, Honor Code, and/or other policies covered by this process.

In general these procedures are designed for resolving the conduct of students which:

- allegedly violates the Principles of Community
- allegedly violates other policies or regulations
- may have an adverse impact on MSKGI or KGI and their mission and purposes whether it occurred on or off campus.

Please see above for procedures related to violations of the Honor Code.

The process below is administrative in nature and is separate and distinct from the criminal and civil legal systems. Pursuing resolution through this process does not preclude someone from pursuing legal action now or in the future. If the conduct in question is alleged to be a violation of both Minerva policy and public law, the College will normally proceed with its usual conduct process, regardless of action or inaction by outside authorities.

Any one or more of the following sanctions may be imposed by the sanctioning officer on a student who is found responsible for a violation:

1. *Restitution*: Reimbursement by the student to MSKGI, the Complainant(s), or a member of the MSKGI community to cover the cost of damage to property or other loss.
2. *Fine*: A monetary penalty assessed as appropriate to the violation.
3. *Service Hours*: A defined number of work hours the student must complete. Generally, service hours are conducted on site.
4. *Educational Program/Project*: Programs and activities designed to help the student become more aware of conduct policies and help the student understand the inappropriateness of his/her behavior, including, but not limited to, participation in an educational program.
5. *Referral for Counseling*: A referral for an assessment with an appropriately trained therapist and a mandate to follow any recommendations resulting from the assessment.
6. *Loss of Privilege(s)*: Denial of specific privilege(s) for a defined period of time. Privileges include, but are not limited to participation in extracurricular activities and events such as social events, athletics, intramural programs, student organizations, and student government, as well as the privilege of living in a residence hall.
7. *Restricted Access*: Conditions which specifically dictate and limit the student's presence on campus and/or participation in MSKGI-sponsored activities. The restrictions may include, but are not limited to, presence in certain buildings or locations on campus or a no contact order.
8. *Removal of Offending Cause*: Requirement to remove pets, stereos, or other identified property.

9. *Relocation/Loss of Housing:* Requirement that the student relocate to another residence hall by a specified date.
10. *Conduct Probation:* Formal, written notice that the student's behavior is in violation of the Principles of Community and/or other policy and an expectation that the student exhibit good behavior for a defined period of time. Any violation during the probationary period may result in suspension or expulsion from MSKGI.
11. *Suspension:* Separation from MSKGI for a defined period of time. During the suspension period the student is not permitted on campus and is not permitted to participate in any MSKGI-sponsored or affiliated program or activity. The terms of the suspension may include the designation of special conditions affecting eligibility for readmission or special conditions to be in effect upon readmission.
12. *Expulsion:* Permanent separation from the Program. A student who has been expelled is not permitted in residence halls and is not permitted to participate in any MSKGI-sponsored or affiliated program or activity.

C. Residence Hall Policies

Minerva students will be expected to use the residential experience as an opportunity to develop interpersonal relationships with other Minerva students from around the world. This uniquely cosmopolitan living arrangement will be an ideal setting for mature students to practice self-governance with a variety of social norms. Although the residence life staff will have final authority on applying any policy, students will be strongly encouraged to democratically construct their own policies and practices on the following types of situations:

- kitchen norms (food purchasing, cooking, and sharing)
- study and work areas (shared printers and other tools)
- noise level (music, TV and study times)
- energy conservation (electricity, water, and recycling)
- transportation (ride sharing, bike sharing, and designated drivers)

Minerva hopes and expects these social norms to be implemented and enforced by student leaders and RAs. If necessary, the residence life manager will intervene, especially if the safety or wellbeing of any student is being compromised. Students are also bound by a Residential Agreement detailing various rules for students to uphold and safety procedures. This agreement will be reviewed with students during Orientation week.

Residence Hall Rotation

All students will start their Minerva experience in San Francisco. After one year, students will travel with their cohort of 100 to 150 students and move to another Minerva residence hall in a different country. Students typically will live in a variety of locations while enjoying the consistency of being with their cohort. Although each Minerva destination will offer a different cultural, professional, and co-curricular experience, all Minerva residence halls will offer the same high quality support to facilitate smooth transitions between rotations. The Minerva Active Learning Forum will allow student relationships to begin and expand by providing multiple outlets for social conversation, intellectual debate, and community exploration no matter where a student is located.

Because it is important to form friendships and have a peer support network, we expect most students to travel with their cohort. However, under specific circumstances Minerva will consider petitions for reassignment to another residence hall location.

Extracurricular Activities

The Founding Class conceived MiCos — Minerva Communities — as an improvement on typical college clubs. Geared toward personal enrichment and growth, MiCos are entirely student-led and conceived to expand and adapt from semester to semester and city to city. From language, literature, economics, and philosophy to cooking, meditation, yoga, and outdoor adventure, MiCos help nourish your body and mind.

Example MiCos are listed below:

City Lights Write Night: Every Friday, students gather in the iconic City Lights Bookstore to read for inspiration, then free-write on a theme, sharing their compositions in a group setting afterward.

M.O.R.E.: Minerva Outdoor Recreation and Exploration is a community of explorers, aiming to reunite humans with the world we inhabit. Weekend adventures have included camping in the coastal redwoods and beaches, as well as expeditions in the national parks.

SkillShare: This community is devoted to teaching basic skills, or “life hacks,” by inviting student and professional experts to share shortcuts for everything from sandwich-making to writing code.

Minerva Union: The debate club revolutionized, the Minerva Union identifies and discusses controversial issues related to each of the residential locations around the world.

Co-curricular Activities

Using the rich assets in each residential location, students have weekly opportunities to learn through the practical application of your academic studies. Exciting co-curricular programs inspire creativity, teamwork, and a fuller understanding of the topics explored in class. These experiences reinforce key learning objectives and challenge students in ways that increase depth of knowledge.

Following are some examples of the co-curricular activities that students participated in this past year:

California Academy of Sciences: Soon after classes began, students visited this world-renowned research and conservation museum. Led by experts in various fields, they gained access to the specimen rooms, learned about preservation of native habitats, and discussed the team’s recent scientific expedition to the Peruvian Amazon.

Goodby Silverstein & Partners: Learning within the fast-paced and exciting environment of a major global advertising agency, students applied narrative skills to create their own re-branding concepts, pitching them to the award-winning team that counts Princess Cruises, Frito-Lay, and Twitter among its clients.

Kiva.org: With insight into funding aspiring entrepreneurs — often in small villages or remote regions — Kiva was an ideal setting to explore the funding challenges of the next century. Students debated global issues related to microfinance, from corruption to identifying appropriate candidates for loans.

San Francisco Opera: Students gained a deeper understanding of the iterative and spontaneous aspects of musical composition at the San Francisco Opera. In addition to creating their own music, the students were treated to an exclusive performance, followed by a brief discussion, with world-renowned soprano Leah Crocetto.

Indiegogo: Students visited the urban offices of global “crowd-funder” Indiegogo to meet with members of their team. Following an introduction to the campaign platform, the group discussed the elements of a successful crowd-funding initiative, including narrative development and awareness building efforts.

Techshop: This local “maker” space hosted the first Minerva Sumobot tournament. Students convened teams to program, design and build robots, which were then pitted against each other in a miniature sumo wrestling tournament.

FINANCIAL INFORMATION

Tuition and Fees

Students are responsible for all costs associated with attending the Minerva Schools at KGI.

Estimated Annual Costs¹

Tuition and Fees	
Tuition	\$10,000
Housing	\$11,000
Student Services ²	\$1,950
Subtotal	\$22,950
Other Expenses	
Estimated Food Budget ³	\$5,000
Books and Supplies ⁴	\$500
Total Estimated Costs	\$28,450

¹Estimated costs for travel to and from the student's home country and to study in rotations after the first year are not included in the estimates, as these costs vary greatly by student and will be paid directly by students.

²Estimated cost of student support services and student activities in the city of residence including co-curricular activities, student life, orientation, residential life, and support services.

³Estimated costs for food budget. These costs are not paid to Minerva.

⁴Estimated costs for learning materials. Many learning materials will be provided on the platform free of cost. Students are responsible for purchasing additional books and supplies directly. Students are also responsible for covering the cost of the required laptop, estimated at a one-time cost of \$1699.

Health Insurance Coverage

All students are required to have health insurance (offered through Minerva at cost), as a condition of enrollment at Minerva. Students are billed on a biannual basis on the following dates:

	Billing Date	Due Date
Fall Term	June 1	June 30
Spring Term	November 1	November 30

Payment Dates

Students at the Minerva Schools at KGI are responsible for paying their bill by a predetermined due date. If someone else is paying the student’s bill, the student must ensure that the paying individual has access to the student bill to make timely payments. In order for a student to register each term, tuition and fees must be paid in full; otherwise the student may be denied registration. Any unpaid balance results in a hold placed on diplomas, transcripts and registration until the balance is paid in full.

Due no later than June 30, 2015	
\$4,500	First semester tuition (less \$500 paid with initial deposit)
\$5,250	First semester housing
\$2,000	Refundable housing damage deposit
\$1,450	Student services fee
Due no later than November 30, 2015	
\$5,000	Second semester tuition
\$5,250	Second semester housing

Tuition Pre-pay Option

This option covers tuition for all four years at a discounted cost and safeguards against any future rate increases. To pre-pay tuition, you must pay \$37,000 no later than June 30, 2015 – the time of the first tuition payment.

Payment Instructions

All payments can be made online or by credit card or by check and must be paid in U.S. currency. Full payment instructions will be delivered with initial invoice. Checks made payable to Minerva Schools at KGI can be sent to the Student Services Office at 1145 Market Street, 9th Floor, San Francisco, CA 94103. To ensure that all payments are properly credited, checks should reference the student ID.

Financial Aid

Minerva follows a need-blind admissions policy. This means that applying for financial aid does not impact admissions decisions. Through a combination of scholarship, work-study, internships and loan options, Minerva develops individualized financial assistance packages based on students' demonstrated need. Unlike most top universities, Minerva offers financial aid regardless of country of origin — everyone with financial need is eligible.

The steps to apply for financial aid are as follows:

Step 1: Submit CSS Profile

Submit a CSS Profile for Fall 2015 by visiting:

<https://student.collegeboard.org/css-financial-aid-profile>

Read the instructions at the following site before you fill out the forms:

https://profileonline.collegeboard.org/prf/VignetteServlet/VignetteServlet.srv?relativePath=/profile/pdfs/1415_profile_instructions_drupal.pdf

Note: The Minerva CSS code is 6033

Step 2: Submit Documents via Email

Scan and submit the following documents to financialaid@minerva.kgi.edu:

Tax Returns

- Your parents' tax returns (including non-custodial parents)
- Your returns (if applicable)

Bank Statements

- A copy of parents' four most recent bank statements (including non-custodial parents)

Withdrawal and Refund Schedule

In cases of withdrawal, KGI reduces tuition and fees according to the schedule below. Date of withdrawal is defined as the date that MSKGI receives a signed statement of withdrawal from the student. Reductions of student loans are returned directly to the lenders of the funds.

Date of Withdrawal	Refund Amount
During Orientation	Full Refund
Up through 60% of calendar days in semester	Pro-rata refund based on calendar days
Beyond 60% of calendar days in semester	No Refund

ADDITIONAL RESOURCES

Orientations

Mid-Summer Pre-Departure Orientation

All incoming students will take part in a series of pre-departure orientation activities in the early summer prior to fall registration. These activities will be designed to set academic expectations, introduce available tools to help students manage their time, develop peer relationships, and allow students to develop an overall foundation for their upcoming Minerva experience. Students will gain familiarity not only with the Minerva Active Learning Forum, but also with the extensive resources and support systems to ensure that they are positioned for success during their undergraduate career. Prerequisite work will be identified and students shown how to find and use resources to prepare for the beginning of the fall semester.

Fall New Student Orientation

In 2015, Minerva will host Foundation Week: New Student Orientation from August 31–September 5 prior to the start of classes in September.

The week is programmed to be inspirational and enjoyable, as well as informative and practical. Foundation Week begins a process of co-curricular and extracurricular programming that will build throughout the year. This process helps students to accomplish goals across a variety of levels.

Through Foundation Week, students will be challenged to consider:

The Self:

- Create awareness of available resources/student services that will ensure student health, well-being, and success
- Begin to hone critical life skills (from technical/functional to storytelling to personal brand management to empathy to integrity)
- Understand Minerva's history, core values, principles and goals— and then use that as a launching point to define their own individual development

The Mind:

- Experience the Minerva Active Learning Forum and learn how to use it
- Be introduced to the “Great Cognitive Tools” and how they are assessed
- Helping to create a twenty-first century curriculum

The Collective:

- Gain a better understanding of their role in a collective (the Minerva student body), connection to their peers, and communication across cultures
- Build community among students; encouraging them to bond with one another and learn to appreciate each other’s diverse backgrounds and perspective
- Understand Minerva’s history, core values, principles and goals – and then use that as a launching point to define their collective development

The Local Community:

- Gain a better understanding of their role in the local community
- Better understand their local city – San Francisco (its culture, people, strengths, and key resources)
- Begin to define their purpose in the community given their abilities and passions
- Begin to understand the needs and opportunities they can help contribute to throughout the year

The World:

- Gain a better understanding of their potential role globally
- Challenge their perception of the world and their ability to impact it (beyond just their local city)
- Instill in the students what it means to be a “creator” and continue to be invested in helping to shape Minerva’s future, globally

Academic and Support Resources

Ongoing Academic Advising and Academic Support

Students will have access to multiple sources of academic support, including both online and offline resources. Before courses start, students will be referred to general and specific resources to prepare themselves in advance of the seminar classes. When classes begin, the Minerva Active Learning Forum will provide immediate feedback so both the faculty and the students know when extra support is needed. As they progress, students will continue to receive feedback and will be provided with additional resources and self-study programs, as needed.

Personalized support is available from the main student services hub in San Francisco (centralized) and from staff on individual global campuses (localized). Centralized resources will include virtual office hours with professors and online study groups. Localized resources, such as academic advisors and residence assistants who live with the students in the residence halls, will meet regularly with students. As noted above, all incoming students will be matched with a faculty advisor from the cornerstone classes who will help guide the student through all curricular matters, including selecting a major.

Post-Graduation Support From the Professional Development Agency

While students are studying to gain the skills that top employers are looking for, our Professional Development Agency will help lay the foundation for our students' careers.

This team of specialists provides the lifelong advocacy and guidance of a dedicated career manager, recruitment expert and publicist. As students work to gain experience, build portfolios and undertake new ventures, our Professional Development Agency will work to ensure that those efforts are supported and promoted, and visions realized.

Going well beyond resume and interview preparation, the MSKGI Professional Development Agency will serve as an agent on behalf of our students. More like a talent agency, the Professional Development group will do outreach on behalf of each student, lining up relevant employment opportunities, supporting entrepreneurial ventures by helping to identify required resources, promoting significant student/alumni accomplishments, and providing coaching and support for professional development. Our Professional Development Agency will begin working with students during the first year of their studies. Students will be highly encouraged and supported to secure non-credit internships over the summers and, if feasible, during their junior and senior years. The Professional Development Agency will work closely with the students to plan and prepare for their professional internships, and then to maximize the value of those internships to position them to reach their professional goals. The group will help students to think strategically about their careers and to approach companies and organizations around the world in alignment with students' plans.

Psychological Services

For every 300 students, Minerva provides one mental health professional fully available to attend to any student's psychological needs (this is twice as much as the national average according to Association for University and College Counseling Center Directors). Because of the highly diverse nature of Minerva students and the frequent moves to new countries after the first year, we provide extra resources to help students adjust to cultures that are new to them and to encourage healthy socialization with other students and the local community. Students' class attendance is closely monitored and the appropriate staff members are notified for any concerns regarding a student's mental or physical well-being.

Emergency Training and Response

Soon after moving into a Minerva residence hall, all students will participate in an orientation program during which emergency response training will be conducted. Residence hall advisors and security guards are responsible for directing students through practice drills and alerting them to protocols, resources, and best practices. All Minerva residence hall and leadership staff are trained in crisis management and a detailed crisis plan is available at all locations.

Minerva Schools at KGI
1145 Market Street, Ninth Floor
San Francisco, CA 94103



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