

# STUDENT RESPONSIBILITY

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Each student is personally responsible for completing all requirements established for his or her degree by the University, the student's College or School and the department. It is the student's responsibility to understand these requirements. A student's academic advisor may not assume these responsibilities and may not substitute, waive, or exempt the student from any established requirement or academic standard. The University reserves the right to modify requirements at any time.

Students who encounter personal difficulties/circumstances that could predictably disrupt their course of study for a prolonged period of time should not assume that the requirements of their coursework will be rearranged to accommodate them. It is students' responsibility to communicate proactively with their instructor(s), their academic advisor, and with the Assistant/Associate Dean for Academic Affairs when disruptive situations arise so that the best course of action can be determined. Students in this situation should familiarize themselves with the School's Temporary Withdrawal policy and withdrawal procedures found in the School Catalog. In addition students should engage in honest self-reflection about their ability to not only complete their coursework but also ensure deep, enduring learning during the problematic or disruptive period. Students facing disruptive personal circumstances who elect to continue in their coursework may not withdraw from courses at the end of the term to avoid failure or a less than optimal course grade.

Although the University encourages the widest amount of student responsibility with a minimum of administrative regulation, it expects each student to maintain appropriate standards in his or her academic and personal life. The University reserves the right to terminate the registration of any student who does not meet the standards acceptable to the University. Students should refer to the University's Student Code of Conduct and the School's Student Honor Code, which communicate Creighton's expectations of student behavior.