

**MINUTES
FACULTY SENATE
NOVEMBER 7, 2022**

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1. **CALL TO ORDER**

Presiding Officer of the Faculty Senate, Mona Hymel, called the Faculty Senate meeting to order at 3:08 p.m. in Law 164 and via Zoom. Secretary Dysart was present. Hymel asked Faculty Senators to advise her prior to the meeting if a Consent agenda item warrants discussion. If that is the case, the item(s) will be moved to the Non-consent agenda.

Present: Senators Addis, Bolger, Bourget, Brummund, Cai, Casey, Cooley, Dial, Domin, Downing, Durán, Dysart, Fellous, Fink, Folks, Goyal, Guzman, Hammer, Harris, Hudson, Hymel, Ijagbemi, Irizarry, Jones, Knox, Leafgren, Lee, Little, Neumann, O'Leary, Pace, Pau, Rocha, Ruggill, Russell, Senseney, Simmons, Slepian, J. Smith, M. Smith, Stegeman, Stephan, Stone, Su, Tropman, Vedantam, M. Williams, M. Witte, R. Witte, Wittman, Zeiders, Zenenga, and Ziurys. M. Stegeman served as Parliamentarian.

Absent: Senators Alfie, Behrangi, Citera, Cui, Gerald, Gordon, Haskins, Lamb, Lucas, Murugesan, Nichols, Ottusch, Robbins, Robles, Rodrigues, Sadoway, and Schulz.

2. **ACTION ITEM: APPROVAL OF THE AMENDED FACULTY SENATE AGENDA FOR NOVEMBER 7, 2022 (00:19:50)**

- Slepian moved **[Motion 2022/2023-13]** to approve the amended agenda. Motion was seconded.
- A senator requested to discuss the Grade Replacement Opportunity Policy Revision and Benchmarking slated to be added to the Consent agenda. Hymel explained since this is an additional item, there will be discussion on this matter.
- Hymel noted that the additional item will be moved to the Non-consent agenda pending questions. **[Motion 2022/2023-13]** passed with fifty in favor, zero opposed, and no abstentions and is detailed at the end of these minutes.

3. **ACTION ITEM: APPROVAL OF THE MINUTES OF SEPTEMBER 12 AND OCTOBER 3, 2022 (00:22:52)**

- M. Witte said she is concerned that the minutes of September 12, 2022 were noticeably shorter and abbreviated than previous ones associated with the Faculty Senate. The minutes should be complete and full, including Open Session statements. M. Witte stated that the October 3, 2022 minutes are abbreviated and inadequate, discussions and comments that took place were not included. None of the Faculty Senators' discussions passing the motion are included. M. Witte suggested having Jane Cherry from the Faculty Center listen to the recording and make changes to the minutes. M. Witte moved **[Motion 2022/2023-14]** to table the minutes until a more complete version is presented for approval. Motion was seconded.
- Hymel stated that by following Robert's Rules of Order closely, they do advocate for a more abbreviated set of minutes where discussion is held but people's names are eliminated.
- Dysart explained that she strictly followed Section Forty-eight of Robert's Rules of Order which sets out what should be included in the minutes, typically discussion of what was done, not what was said is documented.

This typically includes reports. For brevity and ease of reading, there is an attempt to link to documents, links originally had issues and those issues are now resolved. In going over previous minutes while working on the Constitution and Bylaws revisions, specific language of motions was not included. Full text of motions will now be included moving forward to see what was voted on and passed.

- M. Witte stated there were very full minutes in the previous years to include Senator's comments and views. The minutes need to be complete and full, and the style of the minutes should return to their previous state to have a complete record.
- A senator stated he understands M. Witte's point as well taken. While many people may not read a transcript of the entire meeting, issues fade with people's busy lives and it is important to have some excerpts which sow ideas together. More detail would be better, it is important to have more text to understand the substance.
- A senator stated rules should not take precedence over incorporating the essence of discussion into the minutes. M. Witte's thoughts were agreed on, and the senator shared their belief that the minutes should be more detailed since they serve as a record.
- M. Witte moved [**Motion 2022/2023-15**] to close discussion and vote on [**Motion 2022/2023-14**].
- Dysart called for Point of Order. The Constitution and Bylaws say Robert's Rules of Order are to be followed and requested a ruling from the Chair that the Secretary of the Faculty go against the Constitution and Bylaws and write amendments.
 - Parliamentarian Stegeman said [**Motion 2022/2023-15**] to close discussion is on the floor. [**Motion 2022/2023-15**] passed with 48 in favor, none opposed, and no abstentions. [**Motion 2022/2023-14**] to table the minutes passed with 44 in favor, 7 opposed, and 3 abstentions. Slepian suggested having an addendum with discussion as an attachment to the minutes.
- A Senator stated they reviewed Robert's Rules and agreed with the Secretary of the Faculty that details are not to be included. On the other hand, there is an agreement between the Senate that more substance should be included in relation to the content. In the future, Robert's Rules should be followed but there should be a summary of the discussion added as an addendum. This would not pose as a constitutional issue.
 - The Parliamentarian interjected and stated Robert's Rules says the minutes should contain mainly a record of what was done in the meeting, not what was said. His interpretation of this is that additional commentary is not included in what was said.
 - Hymel stated the Faculty Senate leadership will discuss this issue and return with further information.

4. **OPEN SESSION: STATEMENTS AT THE PODIUM ON ANY TOPIC, LIMITED TO TWO MINUTES – MAXIMUM NUMBER OF SPEAKERS IS FOUR. NO DISCUSSION IS PERMITTED, AND NO VOTES WILL BE TAKEN (00:42:58)**

Professor of Family Studies and Human Development, Russ Toomey, addressed the Faculty Senate. Toomey's [statement](#) is appended to these minutes. (00:42:59)

Senator Zenega addressed the Faculty Senate. Zenenga's [statement](#) is appended to these minutes. (00:46:22)

Senator M. Witte addressed the Faculty Senate (00:50:31)¹

"This is about LAW and ORDER – or rather the OPPOSITE. The Law is Arizona Statutes Shared Governance Law – which MANDATES active participation of ELECTED faculty in all areas of University decision-making – repeatedly IGNORED by senior leaders in a succession of recent impactful but ill-considered University decisions. ORDER is the efficient and effective process that representative deliberative bodies follow to set priorities, come to consensus, and move forward. The last Faculty Senate meeting and many preceding it have shown what goes awry when Order including time allotment and priority-setting aren't followed. A list of IMPORTANT ISSUES that we should be or should have been discussing fully include: Free SPEECH infringements and retaliation on this campus, Safety, Administrative BLOAT, opaque internal FINANCES, annual performance REVIEWS of administrators, TENURE erosion; FOOTBALL funding over refunding furloughs PROVOST MANDATES": such as

HARMONIZATION of faculty titles, a POLICY on policies, APPROVAL of MEDICAL and law degree PROGRAMS at UAGLOBAL with Western Australia University, creation of a SECOND Department of Biomedical Engineering in PHOENIX with many new faculty positions – STUNTING the growth of Tucson-based BME. In a LARGER PICTURE revealed only by PRESS coverage, multiple major behind-the-scenes SHIFTS of Tucson-based funds, resources to programs to PHOENIX to fuel the 4th INDUSTRIAL Revolution and the DAVOS men, leaving TUCSON TO TRAIN the needed DIVERSE TECHNICAL WORKFORCE. Does this vision resonate with the humanistic holistic outlook of a GREAT University, and how do these plans – never MENTIONED to the faculty – impact the larger Tucson community? To End with the Law and Order’s dum-DUM theme, I bring two bells – one a tinker bell that TO ring when the agenda’s allotted time has EXPIRED and the second a COW bell when discussion MUST end or a majority votes to continue. In this way, perhaps we will have time to deal with the important items just enumerated BEFORE rather than AFTER they are a fait accompli.”

5. **STATEMENT FROM CHAIR OF THE FACULTY LEILA HUDSON (00:55:53)**

Chair Hudson’s [statement](#) is appended to these minutes.

6. **ACTION ITEM: CONSENT AGENDA – UNDERGRADUATE MINOR ADDICTION AND SUBSTANCE USE; UNDERGRADUATE MINOR ENTOMOLOGY; GRADE REPLACEMENT OPPORTUNITY POLICY REVISION AND BENCHMARKING; NAME CHANGE-GRADUATE FAMILY AND CONSUMER SCIENCES TO HUMAN DEVELOPMENT AND FAMILY SCIENCE (01:00:03)**

- All proposals come to the Faculty Senate as seconded motions. Grade Replacement Opportunity Policy Revision and Benchmarking was moved to the Non-consent agenda for discussion. Consent agenda items **[Motion 2022/2023-16]** Undergraduate Minor Addiction and Substance Use, **[Motion 2022/2023-17]** Undergraduate Minor Entomology, **[Motion 2022/2023-18]** Name Change-Graduate Family and Consumer Sciences to Human Development and Family Science carried with 46 in favor, none opposed, and one abstention. Questions were addressed regarding **[Motion 2022/2023-19]** Grade Replacement Opportunity Policy Revision and Benchmarking, which carried with 37 in favor, one opposed, and 11 abstentions.
- A Senator stated the Grade Replacement Opportunity Policy Revision item was added late onto the agenda and there was not an adequate amount of time to review the documents. The Senator asked for clarity regarding vague language regarding the Department allowing students to repeat classes even if they received a grade of an A or B.
 - A senator stated this was co-sponsored out of general petitions and UGC with two primary issues, one being that students were confused about the wording on this matter resulting in General Petitions. This revision ensures the wording is clear and accessible to students when they are attempting a Grade Replacement Opportunity. The second goal was to reduce the unit cap which didn’t allow transfer students and upperclassmen the opportunity to have a Grade Replacement Opportunity. There was no change to the existing policy, this was intended to clarify wording.

7. **OLD BUSINESS (01:03:38)**

A. UHAP VOTE ON SECTION FIVE – CHAIR OF THE COMMITTEE OF ELEVEN, SENATOR WOLFGANG FINK (01:03:50)

Senator Fink updated Faculty Senate on Committee of Eleven’s proposed changes to UHAP Section 5.2 for administrative reviews. The review period is now over, however, the committee has decided to defer the item to the Academic Personnel Policy Committee for review. There are serious items the committee needs to attend to including the leading matter of the murder of Dr. Meixner.

B. GENERAL EDUCATION – EXECUTIVE DIRECTOR OF UNDERGRADUATE EDUCATION, SUSAN MILLER-COCHRAN & CHAIR OF UWGEC, JOAN CURRY (01:18:20)

Executive Director for General Education, Susan Miller-Cochran discussed the attachments [one](#), [two](#) and [three](#) on the agenda for review.

- The most recent newsletter gives information about reopening the window for proposing courses. A revised version of Quick Start aligns with the new process for proposing courses. The written communication assessment, one of four subject areas mandated by ABOR, is a tri-University assessment that has been completed. The report to the ABOR Committee on Academic Affairs and Educational Attainment is provided, this includes information about ASU and NAU. There was a presentation to the ABOR Committee on Academic Affairs and Educational Attainment on Thursday, November third which included the communication assessment as an information item.
- The Quantitative Reasoning Assessment is currently being developed. Miller-Cochran asked for participation from colleagues in developing or potentially scoring for the assessment.
- The third attachment is a very early draft of ABOR's Crosswalk between courses and an ABOR policy on general education which will give more clarity and contextual information on interpreting different categories on campus. The updated version will be shared at the December 2022 Faculty Senate meeting. There will be an additional presentation at ABOR's meeting in January 2023. Miller-Cochran explained that knowledge areas within General Education are determined by ABOR and the many requirements have been newly added.
 - Senator O'Leary stated they viewed the document, under the ABOR Knowledge Areas, there was an included area that states Civic Knowledge and American Institutions. O'Leary questioned where this information came from. There has been a great push to include Civic Education and the requirement to pass a Civics exam in recent years. Civic education has become a presumed issue, states who require Civic Education requirements have been known to have a conservative legislature and in places where most of the population are Black or Hispanic. This knowledge area seems different from previous exposures within the University of Arizona. Senator O'Leary requested background information as to why and how that became a particular knowledge area, especially because the UArizona has their own departments of Political Science.
 - Miller-Cochran stated in terms of contextual information, knowledge area is determined by ABOR as requirements within general education at the three universities. Civic Learning in American Institution's was added in Policy 2.2.10 that was not in the General Education policy prior. In terms of the Crosswalk, because this is one of the areas that is brand new within General Education, it is the area that has had the most time spent, determining best ways for implementation. There was intent and deliberation to decide how this will fit into the University of Arizona as an institution and how it will align with the University's objectives and values for Undergraduate students. There is a task force that has been working for ~a year who have worked on defining learning objectives for UArizona. There has been a preliminary discussion on the possibility of adding an additional attribute in Generation Education that relates to Civic Learning and American Institutions to track how students are enrolling in courses and which students have taken courses that would potentially meet those requirements. ABOR is requesting very clear communication of how students are meeting their expectations related to Civic Learning and American Institutions. That part of the policy is very detailed in terms of what ABOR is requesting. The Chair of the related task force is from the School of Government and Public Policy and there are several Faculty members from other colleges determining how to implement this requirement. There may be an information item specifically related to the American Institutions proposed attribute at the December Faculty Senate meeting depending on conversations with UGC and UGEC.
 - Senator O'Leary stated there was no answer on why this is a sudden attribute. Over the last several years, there has been a political push within the nation to incorporate Civic Education, mostly conservative entities. Seventeen states within the United States incrementally adopted this. Research shows that in those states, the requirement to make high school students pass a Civics test based on the INS Citizenship test, are in states where there are primarily Latino and Black students. More research predicts this will create a sense of not belonging among those minority students because it is preempting other forms of knowledge. O'Leary encouraged the team to continue studying the concept and educational outcomes before this is adopted as a General Education attribute.
 - Miller-Cochran stated they delayed working on this requirement in order to ensure the approach aligned with values of Faculty within the institution since Faculty own the aspects of this curriculum. Miller-Cochran welcomes any input before taking the proposal to ABOR given the nature of the concerns raised in the Faculty Senate and amongst the Regents.

C. FACULTY SENATE VOTING PROCEDURES – PARLIAMENTARIAN, MARK STEGEMAN (01:33:38)

Stegeman stated there has been a proposal posted on the agenda regarding faculty voting procedures based on Robert's Rules of Order that would resolve some, but not all, uncertainty regarding faculty voting procedures.

Minimal

comments have been received. Input from Faculty Senators would be appreciated before the December 2022 Faculty Senate meeting.

- T. Dysart stated she had previous discussions with the Parliamentarian involving adding clarification to how there is departing from Robert's Rules and the issue of perceived conflict of interest. There is no standard of what a perceived conflict of interest would be.
 - Parliamentarian Stegeman stated there is no contravening of Robert's Rules of Order. Robert's Rules allows discretion, and the proposal fills in those gaps. There can be discussion of possible conflicts of interest offline.
- A Senator stated there is very little being done with constant changes and quoting General Roberts.
- A Senator stated the Conflict of Interest Committee can assist with terminology and defining the term 'perceived conflict of interest' when the discussion offline takes place.

D. MULTI-YEAR CONTRACT RESOLUTION - SENATOR KATHARINE ZEIDERS (01:38:27)

Senator Zeiders introduced herself, joined by fellow Senators Little and Wittman to discuss multi-year contracts for non-tenure track colleagues. The information provided today will call for a supportive Resolution and Faculty Senate support in the near future after college-specific data on the implementation of Multi-year contracts is received. There is an understanding that Senior Administration at UArizona supports increased use of multi-year contracts for Career-Track Faculty. The goal is that significant movement with the Faculty Senate will ensure Multi-year contracts across all colleges becoming more prevalent.

- In the College of Agriculture and Life Sciences (CALs), significant progress in implementing Multi-year contracts for all Professors of Practice (POP) is the initiative of its Faculty Council and the support of Dean Shane Burgess. Approximately 70% of all POP's now have Multi-year contracts thanks to CALs Assistant Dean of Faculty Advancement, Jean McLain.
- Multi-year contracts offer non-tenure track colleagues more security, which benefits the continuity of care with students and continuity of engagement and participation of Career-track faculty in academic departments. The increase of job security is essential to the University's commitment to creating a more diverse and inclusive University.
- Many colleges at the University have made great strides in offering Multi-year contracts, but there is room for growth. ABOR policy 6-201, Conditions of Faculty Service outlines the permissible number of Career-track faculty in relation to Tenured and Tenure-track faculty. They stated that there is an ability to have fifteen percent of multi-year appointments for career-track faculty. Recent figures from Vice Provost Andrea Romeo's office indicate that the total number of career-track multi-year contracts at UArizona is at about ten percent, leaving room for growth. ABOR revisited this policy in June and September, they may be revisiting this cap to allow a higher percentage of multi-year contracts relative to tenure and tenure-track figures. Representatives at Arizona State University stated ABOR has voted to change the policy to allow a cap up to thirty percent but there has been no official communication from the University of Arizona.
- Senators Zeiders, Little, and Wittman will keep the Faculty Senate updated on any changes regarding the increase.
 - Questions and discussion ensued about the ABOR cap on multi-year contracts, which was recently changed to 30%, which UArizona is trying to meet. An additional question was regarding whether there is a cap on year-to-year appointments. Questions were raised about the number of Tenure/Tenure-track hires.
 - Zeiders stated there is no cap on year-to-year contracts. The reason for multi-year caps is debated but generally the reason is to ensure more tenure track faculty in the institution are not all faculty are on year-to-year and multi-year contracts. The cap hasn't always done its job, the institution is in a position where the number of tenure-track faculty has significantly reduced while the hiring data shows a reliance on adjuncts and year-to-year faculty.
 - At UArizona and nationwide, the number of Tenure/Tenure-track hires has significantly decreased over the last twenty years with an increase of adjunct and year-to-year hires. In 2019 at UArizona,

only 16% of new hires were Tenure/Tenure-track. In 2022, that number dropped to 10%.

Tenure/Tenure-track hiring has been flat the past couple of years due to the financial stress of the pandemic. Career track faculty are being placed in non-secure positions.

- A senator voiced her understanding for this information and stated it seems counterintuitive because multi-year contracts are being eliminated which gives more security, but there are large numbers of year-to-year contracts being allowed. An additional question was whether the fifteen percent cap is across the entire institution or within each unit.
- Zeiders stated it is across the entire campus. If the estimates are correct, there can be a much larger percentage for multi-year contracts than what there is currently.
 - Provost Folks stated she has a point of clarification; ABOR already raised the thirty-percent number in either April or May. The rule applies university-wide not college-wide, there is encouragement for individual colleges to be aggressive in moving career-track faculty into multi-year contracts as appropriated. Tenure-track hiring has been flat the past couple of years which is believed to be a product of the pandemic due to financial stress on colleges. Due to start-up packages, tenure-track hiring is a more expensive proposition. Due to the colleges feeling financial stress from the pandemic, there was a retraction on tenure-track hiring. There are efforts in place to turn the trend-line around since this is tremendously important.
 - A Senator questioned whether the multi-year contracts lock in a salary, or if there is a buffer so that merit raises or inflammatory raises can be applied across multi-year contracts.
 - Zeiders stated this matter is unknown but will be investigated. Zeiders stated faculty salaries are problematic, particularly for career-track faculty. Arizona State University went to a sixty-thousand-dollar minimum salary for career-track faculty. There are career-track faculty who are making less than fifty-thousand dollars per year.
 - A Senator stated it is important to the institution and Faculty Governance to maintain a robust tenure and continuing status. There is a need for people who have substantial protection.
 - A Senator stated their confusion on financial stress through the pandemic because there have been other hirings of administrative positions such as Vice Presidents although there is not a lot of hiring for tenure-track faculty.

E. COLLEGE OF MEDICINE TUCSON SHARED GOVERNANCE - CHAIR OF THE FACULTY, LEILA HUDSON (01:54:41)

Hudson informed Faculty Senate that the UArizona's accrediting agency, the Higher Learning Commission, visited the campus in 2021 and expressed concern about the University's shared governance practices. Breaches of shared governance practices are taking place at the college level, notably in the Health Sciences realm. A formal complaint from College of Medicine—Tucson Faculty Senators was received this past summer that the Dean of the College of Medicine dissolved an elected faculty committee in the middle of its term and barred former members from running in the new election held by him.

- Other issues raised include Tenured faculty members being systematically retaliated against because they spoke out against conflicts of interest and other governance questions at the department level. The cases appear to be not only endorsed at the Dean's level, but also at the Provost level.
- Communications with the President's Office has not yielded any accountability for fixing the relative problems associated with holding lab space, equipment, grants, and continuity of research hostage to what appears to be personal politics. Other examples are excluding the College of Engineering faculty's input about plans to take jobs and research programs to Phoenix. The College of Pharmacy has initiated conversation about offering an MBA to its doctoral students, not with Eller College of Management, but with UAGC. Other issues are coming to light in the College of Fine Arts, and it's very important to be cognizant of shared governance issues across the University.
 - Questions and discussions ensued, including a comment that the College of Pharmacy has dual-degree programs with Eller and the one with UAGC is taking advantage of the online presence.
- Hudson stated when colleges are making dual-degree affiliation agreements with other entities, it seems very appropriate to come to the Senate to discuss this at a Shared Governance level.
 - A Senator stated there are severe problems with Shared Governance at all levels which includes disbandment of a committee in the middle of their term which is highly problematic and should be looked at all levels.

- A Senator stated that the issue of retaliation is rampant throughout the University, and it starts at the Department Head levels. These types of issues should be brought to the attention of the Senate.
- A Senator stated the Faculty Senate should get involved and develop a program so that faculty members get more involved. There is a small percentage of faculty members that vote.
 - Hymel stated the Committee on Shared Governance had a meeting and there are attempts to figure out making the relationship a “give or take.”
 - The Nominating Committee procedures are being reformed.

F. REFORM OF NOMINATING COMMITTEE PROCEDURES - CHAIR OF THE FACULTY, LEILA HUDSON

Reforming Nominating Committee Procedures were deferred due to time constraints.

8. NEW BUSINESS (02:07:21)

- A. In President Robbins’ absence, Secretary and Chief of Staff for the University, Jon Dudas, reported that 3,626 comments regarding campus security and safety have been received. Over 3,000 have been reviewed. Outside, Third-party, independent consultants are available to hear concerns from campus. The University has hired the former special assistant agent in charge of the FBI in Tucson to look at implementing measures needed from a security and safety perspective. Because of the divergent opinions received, Dudas feels it would be helpful for Faculty Senate to be involved with security and safety on campus.
- B. Presiding Officer Hymel asked for a **[Motion 2022/2023-20]** to approve Senator Downing’s [Resolution](#). Motion was seconded. **[Motion 2022/2023-20]** was approved with 30 in favor, none opposed, and no abstentions.
- Senator M. Witte asked that her Open Session statement be included in the text of the minutes as a Point of Privilege.

9. REPORTS FROM THE PRESIDENT, PROVOST, FACULTY OFFICERS, APPC, RPC, SAPC, DEI, GRADUATE COUNCIL, UNDERGRADUATE COUNCIL, SPBAC, ASUA, GPSC, UARIZONA STAFF COUNCIL, GEN ED OFFICE WITH UWGEC

No reports were given.

10. ADJOURNMENT

There being no further business, the meeting was adjourned at 5:06 p.m.

**Tessa Dysart, Secretary of the Faculty
Jane Cherry & Jasmin Espino, Recording Secretaries**

Motions of November 7, 2022 Faculty Senate Meeting

[Motion 2022/2023-13] to approve the amended agenda. Motion was seconded. Motion passed with fifty in favor, zero opposed, and no abstentions.

[Motion 2022/23-14] Motion to table the minutes until a more complete version is presented for approval. Motion was seconded. approve the Motion was seconded. Motion passed with 44 in favor, 7 opposed, and 3 abstentions.

[Motion 2022/23-15] Motion to close discussion and vote on **[Motion 2022/2023-14]**. Motion passed with 48 in favor, none opposed, and no abstentions.

[Motion 2022/23-16] Consent agenda seconded motion from Undergraduate Council Undergraduate Minor Addiction and Substance Use. Motion carried with 46 in favor, none opposed, and one abstention.

[Motion 2022/23-17] Consent agenda seconded motion from Undergraduate Council Undergraduate Minor in Entomology. Motion carried with 46 in favor, none opposed, and one abstention.

[Motion 2022/23-18] Consent Agenda seconded motion from Graduate Council Name Change-Graduate Family and Consumer Sciences to Human Development and Family Science. Motion carried with 46 in favor, none opposed, and one abstention.

[Motion 2022/2023-19] Non-consent agenda seconded motion from Undergraduate Council Grade Replacement Opportunity Policy Revision and Benchmarking. Motion carried with 37 in favor, one opposed, and 11 abstentions.

[Motion 2022/2023-20] to approve Senator Downing's Resolution:

Consistent with State law, ABOR and UHAP policies, and the tenants of academic freedom, The Faculty Senate affirms that all faculty, staff, and students not be subjected to harmful personnel actions (reprisals) for public disclosure of information they reasonably believe evidences matters of public concern about: 1) a violation of any law, 2) mismanagement, or 3) a gross waste of monies or an abuse of authority. This explicitly pertains to disclosures related to public safety, including incidents associated with the murder of Professor Thomas Meixner and other public safety threats. Notwithstanding ARS 38-533, violation will be subject to severe penalties up to and including fines and dismissal comparable to those provided for State employees under Arizona Statutes [38-531](#), [38-532](#), and [38-533](#). Motion was seconded. Motion was approved with 30 in favor, none opposed, and no abstentions.

FACULTY CENTER
1216 E. Mabel
PO Box 210456

Faculty Senators,

My name is Russ Toomey and I am a Professor of Family Studies and Human Development. The University of Arizona continues to fail the safety and well-being of its students, staff, and faculty, particularly those of us with oppressed identities and experiences.

In the past two months, we have seen grave examples of how the safety and well-being of some is prioritized over the safety and well-being of others. Tragically, this was experienced with the murder of Dr. Meixner on our campus, and the lack of a compassionate response for our UA community in the days and now weeks that have followed. We also saw this as a University administrator responded to a Black disabled student who was distressed and upset by calling the UAPD, rather than by meeting that student where they were and truly listening to them and supporting them. The UAPD presence that resulted terrorized Black students, staff, and faculty who were present and even those who were not that afternoon at AASA.

These are just two highly distressing examples of how the University continually fails to protect the safety and well-being of the most underserved. I am here today to also share with you something close to my experience. Since 2019, I have been the lead plaintiff on a class action lawsuit against the UofA, ABOR, and the State of Arizona because our employee health benefits discriminatorily exclude access to gender affirmative care for trans employees and trans dependents. While this used to be the case at both ASU and UA, ASU recently announced that they would be providing employees with financial coverage for gender affirmative services not covered by our ADOA health insurance plans. Given that NAU is not required to use the state health insurance and already has an inclusive policy, this means that the UA is now the only state university in Arizona that does not provide life-saving health care coverage for its employees or trans dependents. While I wait to see how my lawsuit plays out in the judicial system, I continue to have to wait to receive the care that I desperately need and know so many others that continue to wait. A large proportion of trans faculty have already left this university and we will continue to leave in order to get our basic health care needs met. We also struggle to recruit new trans faculty to UA because of the lack of health care. Why is the UA failing to protect the most underserved members of its community? I urge the Faculty Senate to hear today's points as a call to action. The Faculty Senate could lead the UA in creating a committee to fight for trans inclusive health insurance and care provision. Please, Faculty Senate, act with your power and positionality to create a context where the most underserved members of the UA community feel supported, respected, and safe

Faculty Senate DEI Committee Preview Statement

The Faculty Senate's Committee on Diversity, Equity, and Inclusion recently held a special meeting to discuss the Sept 30 incident. We are working on a full statement with recommendations for the senior leadership team, but as Chair of the Committee I would like to give a brief statement and preview of the report which will be made available soon.

- A University structure that makes students staff and faculty feel vulnerable unsafe and undervalued is not a good structure. We must all think collectively as we create, institute, and implement a viable structure that protects students, staff, and faculty from violent, discriminatory, and inappropriate actions and behaviors.
- We would like SLT to commit to accountability, and its communications must be clear, fast, intentional, and accurate. There must be clear avenues for faculty, students, and staff to identify, report and resolve ongoing acts of threats, harm, victimization, harassment, inequality, and discrimination, including a way to report their concerns safely and anonymously. Instead of excessive reliance on law enforcement and over-policing of minority and marginalized students, we call upon the SLT to invest in de-escalation and cross-cultural miscommunication training
- In conclusion, the committee feels that it is unacceptable to bring minority and marginalized students, staff, and faculty to this university to get them treated in ways that go unchecked because the system is broken. The President's recent message acknowledges there are problems, which is a first step, but we believe more should be done for our underrepresented and minoritized students, staff, and faculty.

We appreciate the Senior Leadership Team's efforts to re-organize the ODI and the Cultural centers and we encourage them to seek input from all relevant constituencies and stakeholders as they make these important decisions. We also encourage the SLT to meet its unkept obligations particularly those related to Black students' success especially with regards to the urgent issue of the AASA directorship position. Finally, we encourage, meaningful engagement, involvement, and dialogue among all the stakeholders in these vital restructuring efforts including between the SLT and the Faculty Senate DEI committee.

Open Session Statement
November 7, 2022
Senator Marlys Witte

"This is about LAW and ORDER – or rather the OPPOSITE. The Law is Arizona Statutes Shared Governance Law – which MANDATES active participation of ELECTED faculty in all areas of University decision-making – repeatedly IGNORED by senior leaders in a succession of recent impactful but ill-considered University decisions. ORDER is the efficient and effective process that representative deliberative bodies follow to set priorities, come to consensus, and move forward. The last Faculty Senate meeting and many preceding it have shown what goes awry when Order including time allotment and priority-setting aren't followed. A list of IMPORTANT ISSUES that we should be or should have been discussing fully include: Free SPEECH infringements and retaliation on this campus, Safety, Administrative BLOAT, opaque internal FINANCES, annual performance REVIEWS of administrators, TENURE erosion; FOOTBALL funding over refunding furloughs PROVOST MANDATES": such as HARMONIZATION of faculty titles, a POLICY on policies, APPROVAL of MEDICAL and law degree PROGRAMS at UAGLOBAL with Western Australia University, creation of a SECOND Department of Biomedical Engineering in PHOENIX with many new faculty positions – STUNTING the growth of Tucson-based BME. In a LARGER PICTURE revealed only by PRESS coverage, multiple major behind-the-scenes SHIFTS of Tucson-based funds, resources to programs to PHOENIX to fuel the 4th INDUSTRIAL Revolution and the DAVOS men, leaving TUCSON TO TRAIN the needed DIVERSE TECHNICAL WORKFORCE. Does this vision resonate with the humanistic holistic outlook of a GREAT University, and how do these plans – never MENTIONED to the faculty – impact the larger Tucson community? To End with the Law and Order's dum-DUM theme, I bring two bells – one a tinker bell that TO ring when the agenda's allotted time has EXPIRED and the second a COW bell when discussion MUST end or a majority votes to continue. In this way, perhaps we will have time to deal with the important items just enumerated BEFORE rather than AFTER they are a fait accompli."

Since we met in October, our campus has been plunged into turmoil. The murder of Professor Tom Meixner after months of violent hateful threats leaves us asking and investigating why they were not adequately addressed by the university's guardians. We also wait for followthrough and dialogue from our leadership to address the unanswered and neglected needs of our Black community. This awful last long month impels me to plead for leadership accountability. The investigations and challenging conversations and correspondences underway will add to the pressure for that accountability. We have seen an outpouring of our community's care for one another in this wrenching month. What we have not seen is a commitment from leadership to operationalize that care. I wish that the president were here himself to participate. I hope that soon a Senate meeting is as important a priority as tonight's basketball game.

The two troubling incidents - so different from one another - highlight what happens when a university is seen more as "an enterprise" to be grown at all costs rather than a caring community that values truth and justice by having difficult dialogue and collaboration. Our project management oriented leadership shoots for \$1B in research expenditures without too much concern for the science and scientists that earn the grants. We congratulate ourselves on breaching 50K enrollment without asking whether we are meeting those students' instructional and other needs. I have sat in meeting after meeting where prowess is measured in dollars and headcounts, but leadership is carefully protected from hearing the voices of faculty. Our shaken security must not be an opportunity to further silence us.

Faculty, staff and student voices asking critical questions and challenging authority as is their right, actually their responsibility, are not to be treated as threats to be silenced. When someone voices grievances, collective or individual, old or new, and pleads for help from the institution in language that is rough or uncomfortable or even insulting, they should be heard not treated as a threat. That's why I urge you all to support Senator Downing's resolution against retaliation.

We will not let those uncomfortable questioning voices be conflated with the hateful violence that took the life of Dr. Meixner. When someone wields violent hate speech like a weapon consistently, insistently, and persistently, they lose their rights to privacy protection and should be prosecuted under federal red flag laws. If the state doesn't prosecute, the University needs to take on the burden of protection as its first priority.

When someone entrusted with professional responsibilities to protect and advocate fails to do so they should be held accountable, not protected or promoted. This does not mean scapegoating or firing staff or even low level administrators. It means demanding accountability from the senior leadership, the head of every vice presidential reporting line, the people whose job it is to lead.

As a community we need, we can, and from everything I've heard in the last month we desperately want to hear and act on the calls for justice. We know how to do that. We are a smart and compassionate community. If people are troubled we want to provide them with what they need, a forum, a mediation, even counseling, if necessary. If they are blowing the whistle on corruption or conflict of interest they are our most valuable voices. If they are hateful or weaponize bigotry, they forego privacy and protection and should be prosecuted. If they are incompetent in the pursuit of their professional duties, they should be sidelined. As a community we are more than capable of telling the difference. Are our leaders? Show us.

New Academic Program Workflow Form

General

Proposed Name: Addiction and Substance Use

Transaction Nbr: 00000000000144

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2023

Details

Department(s):

PBLH

DEPTMNT ID	DEPARTMENT NAME	HOST
4206	Community, Environment & Pol	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 51.2212, Behavioral Aspects of Health.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Undergraduate Minor, Addiction and Substance Use

Transcript: Y Undergraduate Minor, Addiction and Substance Use

Conditions for Admission/Declaration for this Major:

At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.

Requirements for Accreditation:

There are no additional requirements, other than the university requirement.

Program Comparisons

University Appropriateness

The proposed program supports the University of Arizona's ambitions for addressing grand challenges in the areas of disease prevention and treatment. The creation of an addiction and substance use program which includes additional trainings to improve public health response to the prevention and treatment of substance use disorders is aligned with the MEZCOPH mission to develop workforce training by integrating our faculty's research and instruction expertise, and to the 2019 Council on Education for Public Health (CEPH) accreditation criteria associated with locating, using, evaluating, and synthesizing information in the contexts in which public health professionals work.

Students completing this minor will be equipped with skills to serve in health and social service professions, working to prevent, assist, or treat individuals and communities across a spectrum of substance use involvement.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Counseling & Applied Psych. Sc	BS	50	ASU, Polytechnic Campus	Y

Peer Comparison

Please see attached.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00626177	Robin Thomas	4205	Lecturer	Dr of Public Health	.10
00904364	Thomas Nuno	4204	Assit. Prof	Doctor of Philosophy	.10
02188587	Lauren Pring	4205	Instructor	Master Public Health	.10
07205949	Martha Moore-Monroy	4205	Senior Lecturer	Master of Arts	.10
10306202	Bridget Murphy	4205	Instructor	Dr of Public Health	.10
17507491	Joe Gerald	4206	Assoc. Prof	Doctor of Philosophy	.10
22052139	Heidi Brown	4204	Assoc. Prof	Doctor of Philosophy	.10
22069562	Mark Martz	4212	Assit. Prof	Doctor of Philosophy	.10
23151266	Benjamin Brady	4206	Assit. Prof	Dr of Public Health	.25

Additional Faculty:

We do not anticipate the need for additional faculty to offer this program.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
4206	44	37	16.00

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
4206	50	55	69	37	40	42	16.00	16.00	16.00

Library

Acquisitions Needed:

None

Physical Facilities & Equipment

Existing Physical Facilities:

Existing physical facilities and equipment are adequate for this program.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

The MEZCOPH Office of Student Services and Alumni Affairs offers academic advising for all undergraduate degrees in our college. In addition, teaching assistants are assigned to courses with large enrollments.

Other Support Needed over the Next Three Years:

None

Comments During Approval Process

6/7/2022 4:19 PM

MELANIECMADDEN

Comments
Approved.



New Academic Program – Minor ([Undergraduate](#))
CURRICULAR INFORMATION

I. MINOR DESCRIPTION:

The Substance Use minor provides a comprehensive and interdisciplinary overview of licit and illicit substances, substance use patterns, risks of use, types of substance use treatment, and disparities in access to treatment. It follows a biopsychosocial framework that emphasizes the intersection of environmental, social, psychological, biological, and pharmacological factors that contribute to substance use and substance use disorder. The three required public health courses establish this conceptual foundation, and the elective courses allow students to explore the economic, social, and psychological implications as taught from different disciplinary perspectives. These include reasons for using as well as prevention and treatment programs and policies.

II. JUSTIFICATION/NEED FOR THE MINOR:

Substance use and addiction professions are in demand and growing. This demand is the result of efforts to correct the historical undertreatment of substance use disorders and contemporary increases in substance use and overdose deaths. Efforts to prevent use, decrease harm, and expand treatment are driven by efforts to destigmatize treatment for substance use disorders (SUD), acknowledge social and environmental risk factors that contribute to substance use, mainstream SUD treatment in additional clinical care settings, and increase the number of community and public health prevention and harm reduction programs. To accomplish this work, a trained workforce needs to involve treatment and prevention experts, and adjuvant professionals like social workers, criminal justice officers, and lawmakers, etc., who understand the causes of substance use and evidence-base for effective interventions.

The current opioid crisis has added to ongoing public health concerns with tobacco, alcohol, cannabis, methamphetamine, and other substances. In the US, each year almost 500,000 people die from smoking¹ and 95,000 from excessive alcohol use.² In 2021, over 100,000 people died from drug overdose.³ COVID-19 has further exacerbated the conditions that increase risk of substance use and overdose deaths. Healthcare, public health, and social service organizations require professionals trained to address these large and increasing health problems. Job growth for substance abuse, behavioral disorder, and mental health counselors is growing faster than average, with 25% expected career growth between 2019 and 2025.⁴ Job growth for Community Health Workers and Educators,⁵ Social Workers,⁶ and Community Service Managers⁷ is also predicted to increase between 13 and 17% by 2025. Behavioral health positions, including patient advocate,

¹ Centers for Disease Control and Prevention - https://www.cdc.gov/tobacco/data_statistics/fact_sheets/fast_facts/index.htm

² Centers for Disease Control and Prevention - <https://www.cdc.gov/alcohol/features/excessive-alcohol-deaths.html>

³ Centers for Disease Control and Prevention - https://www.cdc.gov/nchs/pressroom/nchs_press_releases/2022/202205.htm

⁴ Bureau of Labor Statistics - <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

⁵ Bureau of Labor Statistics - <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

⁶ Bureau of Labor Statistics - <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

⁷ Bureau of Labor Statistics - <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

youth, and health education counseling are also expected to grow in Arizona and nationally, with above average wages.⁸

The study of substance use does not represent a stand-alone discipline. Instead, it has been addressed as a topic in social science, health science, public health, racial/ethnic studies, legal, and other disciplines. This proposed minor acknowledges the important contributions from these varied perspectives and uses an integrative public health framework to account for the intersection of the person, their environment, and the substance. Where minor programs at other universities commonly focus more narrowly on addiction counseling, chemical dependency, or substance abuse services, our minor degree aims to provide foundational information to a broad array of future professionals. The degree emphasizes the psychological, physiological, chemical, and social elements of substance use, including how they intersect and contribute to a holistic understanding of who uses, why, and what makes them vulnerable to substance use disorder. This minor will serve those in health and social service professions, who work to prevent, assist, or treat individuals and communities across a spectrum of substance use involvement, from experimentation to high-risk use.

III. MINOR REQUIREMENTS:

Minimum total units required	18
Minimum upper-division units required	12
Total transfer units that may apply to minor	6
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>REQUIRED COURSES (9 units):</p> <ul style="list-style-type: none"> • PHPM 225 Introduction to Addiction and Substance Use (New) (3 units) • HPS 306 Drugs and Society (3 units) • PHPM 448 Addiction and Substance Use Policy (3 units) <p>ELECTIVE COURSES (9 units)</p> <ul style="list-style-type: none"> • HPS 442 Nicotine Dependence, Treatment, and Coaching Intervention (3 units) • PSY 313 Drugs and the Brain (3 units) • SERP 478 Drug Abuse and Addictions (3 units) • FCM 496A Advancements in Substance Misuse Research & Clinical Care (2 units) • LAS 354 Drugs and Violence in Mexico (3 units) • LAS 348 Drug Wars and Oil Fortunes in Latin America (3 units)

⁸ Burning Glass – Market report, Behavioral Health CIP Code (51.2212)

	<ul style="list-style-type: none"> FCM 301 Substance Misuse in Maternal and Child Health (MCH) Populations (3 units) PHIL 345 Philosophy and Psychiatry (3 units) HUSV 430 Substance Abuse Theory and Counseling (3 units) PHCL 445 Drugs of Abuse (3 units) <p>No more than 3 units may be selected from the following:</p> <ul style="list-style-type: none"> PAH 350 Health Humanities: Intercultural Perspectives (3 units) AFAS 444 / HPS 444 Rethinking Race and Health in the United States (3 units) PHIL 321 Medical Ethics (3 units) PCOL 406 Comprehensive Human Pharmacology (3 units) PHPM 310 Health Care in the U.S. (3 units) HPS 387 Health Disparities & Minority Health (3 units) EPID 309 Introduction to Epidemiology (3 units) HPS 350 Principles of Health Education and Health Promotion (3 units) HPS 404 Fundamentals of Evaluation (3 units)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	No
Any double-dipping restrictions (Yes/No)? If yes, provide description.	Students may apply 6 units towards Bachelor of Science with a Public Health major, or a Bachelor of Arts in Wellness & Health Promotion practice.

IV. NEW COURSES NEEDED: If new courses are required for the proposed program, [UA Course Add forms](#) must be submitted before/simultaneously with this proposal. List all course additions in progress in the table below. Add rows as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) More info here.	Course Form transaction number	Anticipated first term offered	Use in the program (required/elective)
PHPM 225	3	Introduction to Addiction and Substance Use	none	Online	N	15501	Spring 2023	Required

- V. **Learning Outcomes** - Complete this table as a summary of the learning outcomes from your assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please see the resources at the [Office of Instruction and Assessment](#) or contact them [here](#).

Learning Outcome #1: Define key terms and concepts related to psychoactive substance use.
Concepts: Students will demonstrate knowledge of substance use and addiction concepts learned in core courses.
Competencies: Students will demonstrate knowledge of the pharmacological, neurobiological, psychological, health behavior, and social environmental factors that contribute to substance use.
Learning Outcome #2: Explain the biopsychosocial view of substance use and substance use disorder.
Concepts: Students will integrate concepts learned from multiple disciplines to explain substance use and substance use disorder.
Competencies: Students will use multiple perspectives to make connections across disciplines that contribute to the onset and treatment of substance use disorder. This will include the ability to identify populations at higher risk for substance use and that experience differential harm from use.
Learning Outcome #3: Evaluate a substance use prevention or treatment policy or practice.
Concepts: Students will apply substance use concepts learned in core and elective courses to evaluate prevention and treatment policies and practices.
Competencies: Students will critique policies and practices that aim to prevent substance use or treat substance use disorder. These may include health prevention philosophies like abstinence and harm reduction and how treatment systems are structured and regulated.

VI. **Assessment Plan for Learning Outcomes**

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
Define key terms and concepts related to psychoactive substance use	Course-embedded assessments Exit survey	Mid-term exam Quizzes 2&3	PHPM 225 Intro to Addiction and Sub Use HPS 306 Drugs and Society
Explain a biopsychosocial view of substance use and substance use disorder	Course-embedded assessments Exit survey	Addiction memoir response paper Drug Overdose Fatality Review, & Final Product Reflection Paper	PHPM 225 Intro to Addiction and Sub Use HPS 306 Drugs and Society PHPM 448 Addiction and Substance Use Policy
Evaluate a substance use prevention or treatment policy or practice	Course-embedded assessments Exit survey	Reflection Paper Policy brief	PHPM 448 Addiction and Substance Use Policy

VII. Curriculum Map

	Define key terms and concepts related to psychoactive substance use	Explain a biopsychosocial view of substance use and substance use disorder	Evaluate a substance use prevention or treatment policy or practice
PHPM 225 Introduction to Addiction and Substance Use (new)	A	I	
HPS 306 Drugs and Society	A	P	I
PHPM 448 Addiction and Substance Use Policy	P	P	A
LEGEND: I=Introduced; P=Practice; A=Assessed			

REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title):

Benjamin Brady
Assistant Research Professor



04/07/2022

Department Head (print name and title):

Kelly Reynolds
Professor and Department Chair, Community Environment & Policy

Department Head's signature:



Date:

04/11/2022

Associate/Assistant Dean (print name):

John Ehiri

Associate Dean for Academics, Mel & Enid Zuckerman College of Public Health

Associate/Assistant Dean's signature:



Date: 04/14/2022

For use by Curricular Affairs:

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

BUDGET PROJECTION FORM
Name of Proposed Program or Unit: Undergraduate Minor in Addiction and Substance Use (Main Campus)

Budget Contact Person: John Ehiri, PhD	Projected		
	1st Year 2022 - 2023	2nd Year 2023 - 2024	3rd Year 2024 - 2025
METRICS			
Net increase in annual college enrollment UG	10	20	30
Net increase in college SCH UG	90	180	270
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee/credit			
New Sponsored Activity (MTDC)			
Number of Faculty FTE		0.05	0.10
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG RCM Revenue (net of cost allocation)	10,800	21,600	32,400
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues	6,048	12,096	18,144
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 16,848	\$ 33,696	\$ 50,544
<u>One-time Sources</u>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 16,848	\$ 33,696	\$ 50,544
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty	-	6,500	13,000
Other Personnel			
Employee Related Expense	-	2,015	4,030
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ 8,515	\$ 17,030
<u>One-time Expenditures</u>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ 8,515	\$ 17,030
Net Projected Fiscal Effect	\$ 16,848	\$ 25,181	\$ 33,514



New Academic Program PEER COMPARISON

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Program name, degree, and institution	Proposed UA Program	Peer 1: Substance Abuse Minor - University North Carolina Pembroke	Peer 2: Substance Misuse & Addiction Minor – Ohio State University
Current number of students enrolled		17	75
Program Description	<p>The Substance Use minor provides a comprehensive and interdisciplinary overview of licit and illicit substances, substance use patterns, types of substance use treatment, and disparities in access to treatment. It follows a bio-psycho-social framework that emphasizes the intersection of environmental, social, psychological, biological, and pharmacological factors that contribute to substance use disorder. Included courses examine economic, social, and psychological risk factors, and the evidence-base for prevention and treatment interventions and policies.</p>	<p style="text-align: center;">Link to Program</p> <p>An 18 semester hour undergraduate minor in substance abuse is available to undergraduate students from any major. Students interested in obtaining jobs in substance abuse will find that completion of this minor will enhance their marketability with regard to entry-level jobs. Further, for those students interested in working toward North Carolina Substance Abuse Certification, the Coordinator will provide guidance and assistance that will facilitate the achievement of Certification in North Carolina.</p>	<p style="text-align: center;">Link to Program</p> <p>The Substance Misuse and Addiction Minor is designed to provide students from a wide range of majors with an understanding of theories of addiction, assessment and diagnosis of addiction, intervention and prevention strategies with addicted populations, and legal and ethical issues associated with addiction. Students will have the opportunity to apply their educational credits toward the requirements for practice as licensed chemical dependency counselors through the Ohio Chemical Dependency Professionals Board. This minor</p>

			would be valuable for students majoring in human development and family sciences, criminology, education, pharmacy, psychology, public health, sociology, and social work, among others.
Target Careers	Entry level positions in Behavioral Health Counseling, Youth Counseling, Social Work	Entry level positions in Behavioral Health Counseling, Youth Counseling, Social Work	Entry level positions in Behavioral Health Counseling, Youth Counseling, Social Work
Emphases? (Yes/No) List, if applicable	No	No	No
Minimum # of units required	18	18	12-15
Level of Math required (if applicable)	N/A	N/A	N/A
Level of Second Language required (if applicable)	N/A	N/A	N/A
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.	None. Students complete this form to declare the minor: https://www.uncp.edu/sites/default/files/2019-07/take_course_at_another_university_5_23_17.pdf	None
Internship, practicum, or applied/experiential requirements? If yes, describe.	No	No	No

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The University of North Carolina and Ohio State University offer undergraduate minors with similar themes, focusing on addiction and substance use from a psycho-social framework. All three programs are developed to enhance student's knowledge within a wide range of undergraduate majors, providing an overview of the field as well as applicable methods to assist in preventing use, decreasing harm, and expanding treatment for substance use disorders.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The University of Arizona Mel & Enid Zuckerman College of Public Health has a unique opportunity to develop an undergraduate minor with a focus on addiction and substance use disorders through a broad interdisciplinary, public health lens. The curriculum in both peer programs center on the sociological and psychological aspects of substance abuse, while our program offers public health curriculum in public health policy, epidemiology, and health education and promotion. In addition to courses within public health, our minor includes courses in multiple adjacent disciplines such as Pharmacology, Family and Community Medicine, Latin American Studies and Philosophy, making it applicable to a wider range of majors within the health sciences, law, and public policy.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

The proposed undergraduate minor in Addiction and Substance Use draws upon the strengths of MEZCOPH faculty's expertise in substance misuse policies and treatment services, as well as health education and treatment program implementation and evaluation. With the demand for addiction and substance abuse professionals continuing to climb nationwide, this minor will compliment a variety of majors and enhance student's career opportunities within this growing field.

AFRICANA STUDIES PROGRAM

Learning Services Building
Room 223
1512 E. First Street
PO Box 210105
Tucson, Arizona 85721-0105

Tel: (520) 621-5665
Fax: (520) 626-83678

www.africana.arizona.edu



Dear Danielle Embry,

The Africana Studies Program enthusiastically supports your proposal for the new undergraduate minor Addiction and Substance Use. We also approve for our course **AFAS/HPS 444 Rethinking Race and Health in the United States** to count as a possible elective in the minor.

I confirm availability to accommodate additional students within this course. Please note that we usually offer AFAS 444 once every three semesters on average.

In addition, students pursuing this new minor may be interested in taking **HUMS 150B1 Mind-Altering Substances in the Ancient World** as part of their general education requirements.

Finally, here are other courses offered in the College of Humanities that could be of interest:

- CLAS 313 Health and Medicine in Classical Antiquity
- HUMS/CFA 200 Health, Culture, and Creativity: Foundations in Health Humanities and the Arts
- HUMS 378 Playing Doctor: Images of Medicine and Health in Film
- PAH 350 Health Humanities: Intercultural Perspectives
- RELI 303 Spirituality and Sickness: Religion and Health in the U.S.

Let me know if you have any questions.

Best wishes,

Sincerely,

A handwritten signature in blue ink that reads 'Praise Zenenga'.

Praise Zenenga, Ph.D.

Program Director and Associate Professor

Africana Studies Program, University of Arizona



Alvernon Admin Offices
655 N. Alvernon Way, Ste. 228
PO Box 245018
Tucson, AZ 85711

Ofc: 520-626-7864
Fax: 520-626-3976
www.fcm.arizona.edu



THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE TUCSON

Family & Community
Medicine

September 20, 2021

To whom it may concern,

This letter is to confirm the support of the Department of Family and Community Medicine in the College of Medicine – Tucson, for including FCM 496A Advancements in Substance Misuse Research & Clinical Care and FCM 301 – Substance Misuse in Maternal and Child Health (MCH) Populations in the proposed Addiction and Substance Use minor. We anticipate no difficulties in accommodating additional students in these courses.

Sincerely,

Ann E. Mathias

Ann Mathias, DO
Interim Chair
Vice Chair for Clinical Affairs
Clinical Assistant Professor
Department of Family and Community Medicine

Cc: Alicia Marie Allen, PhD, MPH



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Latin American Studies

September 15, 2021

To whom it may concern,

This letter is to confirm the support of the Center for Latin American Studies for the proposed Substance Use minor by the College of Public Health. We are glad to include LAS 354 – Drugs and Violence in Mexico and LAS 348 – Drug Wars and Oil Fortunes in Latin America in the elective course offerings. We anticipate no difficulties in accommodating additional students in either of these courses.

Please feel free to contact me with any questions or for more information. We look forward to collaborations with students and faculty from the new minor!

Sincerely,

Colin Deeds

Colin M. Deeds
Assistant Director
University of Arizona
Center for Latin American Studies
PO Box 210076
Tucson, AZ 85721-0458
(520) 626-7234
colind@email.arizona.edu

From: [Novodvorsky, Ingrid - \(novod\)](#)
To: [Madden, Melanie Christine - \(melaniecmadden\)](#)
Cc: [Brady, Benjamin Robert - \(brb99\)](#); [Novodvorsky, Ingrid - \(novod\)](#)
Subject: Re: Program-Level Outcomes Assessment
Date: Tuesday, May 31, 2022 8:31:31 AM

Melanie,

I have worked with Ben Brady to refine the learning outcomes, concepts, and competencies for the Substance Use Minor proposal that he will be submitting.

Ingrid

Ingrid Novodvorsky, PhD
Director, Teaching, Learning, and Assessment
<https://www.name-coach.com/ingrid-novodvorsky>
Office of Instruction & Assessment
THE UNIVERSITY OF ARIZONA

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[twitter](#) |

On May 31, 2022, at 8:22 AM, Brady, Benjamin Robert - (brb99) <brb99@arizona.edu> wrote:

Hi Ingrid,

Thank you for your review and changes. Yes, these look good.
Please send a confirmation email that you have reviewed our proposal.

I appreciate your help.

Ben

From: Novodvorsky, Ingrid - (novod) <novod@arizona.edu>
Date: Wednesday, May 25, 2022 at 1:58 PM
To: Brady, Benjamin Robert - (brb99) <brb99@arizona.edu>
Subject: Re: Program-Level Outcomes Assessment

Ben,

I suggest some rewording to the Concepts and Competencies to avoid "understand" and, hopefully, pass the Regents' scrutiny. If you are fine with these changes, I'll send you an email confirming that I have reviewed your proposal, with a copy to Melanie.

Ingrid

Ingrid Novodvorsky, PhD
Director, Teaching, Learning, and Assessment
<https://www.name-coach.com/ingrid-novodvorsky>
Office of Instruction & Assessment
THE UNIVERSITY OF ARIZONA

Integrated Learning Center, 105G
PO Box 210070 | Tucson, AZ 85721
Office: 520-626-4187 |
novod@arizona.edu
Pronouns: she/her/hers
oia.arizona.edu
[twitter](#) |

On May 19, 2022, at 8:02 PM, Brady, Benjamin Robert - (brb99) <brb99@arizona.edu> wrote:

Hi Ingrid,

Last year, you helped me review learning outcomes and create an assessment map as part of an undergraduate minor proposal. We submitted the proposal last month and curricular affairs provided feedback asking that we provide documentation that our learning outcomes and assessment plan were coordinated with OIA and received your approval.

Since we worked together, the learning outcome table in the proposal has been expanded to include concepts and competencies, so these were not part of your initial review last year. Would you be able to assist me again in reviewing the updated learning outcomes, or would you be able to refer me to someone within your office who provides this support? The updated proposal is attached with track change comments from Melanie Madden, Curricular Affairs Program Manager.

Thank you,

Ben

From: Brady, Benjamin Robert - (brb99) <brb99@arizona.edu>
Date: Wednesday, July 21, 2021 at 10:55 AM
To: Novodvorsky, Ingrid - (novod) <novod@arizona.edu>
Subject: Re: Program-Level Outcomes Assessment

Hi Ingrid,

Thank you so much for your feedback. I appreciate the guidance.

All the best,
Ben

From: Novodvorsky, Ingrid - (novod) <novod@arizona.edu>
Sent: Monday, July 12, 2021 9:37 AM
To: Brady, Benjamin Robert - (brb99) <brb99@arizona.edu>
Subject: Re: Program-Level Outcomes Assessment

Ben,

I agree that using the required courses as places to collect assessment findings makes sense, as those are courses over which you have control.

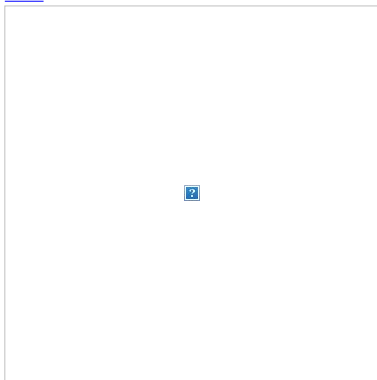
The Curriculum Map that you have included in the proposal lists eight outcomes, which is way too many for a minor. For undergrad programs, we recommend no more than five, so a good number for a minor would be two or three. And your map doesn't include assessment points for two of the outcomes. I suggest that you focus on more general outcomes that reflect what you expect students to know and be able to do at the end of the minor; those outcomes would presume mastery of the more fine-grained outcomes that you have provided.

Ingrid



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[twitter](#)



On Jul 9, 2021, at 3:00 PM, Brady, Benjamin Robert - (brb99) <brb99@arizona.edu> wrote:

Hi Ingrid,

I have attached the New Academic Program Add. Info Form for the Substance Use minor we are developing. The plan is for the minor to be housed in the College of Public Health. There are three required courses (9 units), all public health, and the remaining units are from courses across campus. I based my draft of the degree learning outcomes and assessment plan only on the courses that are required. Please let me know if you recommend a different approach.

Thank you,
Ben

From: Novodvorsky, Ingrid - (novod) <novod@arizona.edu>
Sent: Friday, July 9, 2021 10:46 AM
To: Brady, Benjamin Robert - (brb99) <brb99@arizona.edu>
Cc: Marchello, Elaine V - (evm) <evm@arizona.edu>
Subject: Re: Program-Level Outcomes Assessment

Ben,

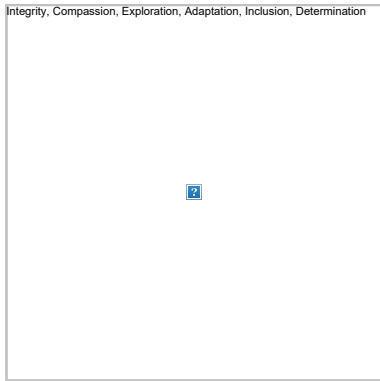
Sounds good...I will be out of town July 19-23, if that has any impact on your submission plans. If you do run into that week, Elaine Marchello (copied on this reply) can also create your Curriculum Map.

Ingrid



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[twitter](#)



On Jul 9, 2021, at 10:36 AM, Brady, Benjamin Robert - (brb99) <brb99@arizona.edu> wrote:

Hi Ingrid,

Sounds great. I appreciate your assistance. I expect to get the information to you within a week.

All the best,
Ben

From: Novodvorsky, Ingrid - (novod) <novod@arizona.edu>
Sent: Friday, July 9, 2021 10:33 AM
To: Brady, Benjamin Robert - (brb99) <brb99@arizona.edu>
Subject: Re: Program-Level Outcomes Assessment

Ben,

Thanks for reaching out to OIA with your question. I am happy to create a Curriculum Map to be included in your undergraduate minor program proposal. (Since we don't require regular assessment reporting in minors, it's much faster for me to do that than for you to learn a system you'll not need to use again.)

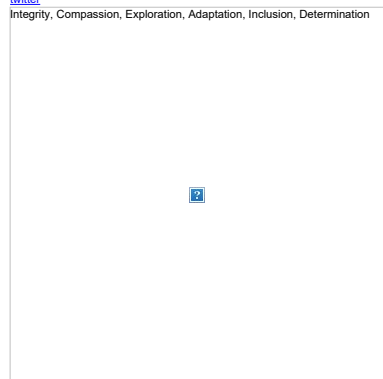
If you can send me the table from your proposal that lists the learning outcomes and assessment points, I can create the Map. I will also provide feedback on your outcomes and assessment plan, as Curricular Affairs has asked us to do this for all new program proposals.

Ingrid



Ingrid Novodvorsky, PhD
<https://www.name-coach.com/ingrid-novodvorsky>
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[twitter](#)



On Jul 9, 2021, at 10:26 AM, Rodriguez, Gabriel C - (gabrielr) <gabrielr@arizona.edu> wrote:

From OIA Contact Form

Submitted on Fri, 07/09/2021 - 10:24 am
Submitted by: Anonymous
Submitted values are:

Your Name
Benjamin Brady

Your Email

brb99@arizona.edu

Subject

Program-Level Outcomes Assessment

Message

Hi,

I am completing a new academic program - undergraduate minor information form, and I need to create a Student Learning Outcomes and Curriculum MAP using Taskstream. I don't have any experience with this, is it a tool you can provide me access to use, and/or would it be possible to meet and review the process with a member of your team?

Thank you,
Ben Brady

<Sub Use Minor_New Academic Program Additional Information_Undergrad Minor.docx>

<Sub Use Minor Proposal_FINAL_5_18_2022_CA Feedback.docx>

From: [Ruggill, Judd - \(jruggill\)](#)
To: [Embry, Danielle M - \(dembry\)](#); [Brady, Benjamin Robert - \(brb99\)](#)
Subject: Re: Inclusion of PAH 350 in Addiction and Substance Use Minor
Date: Tuesday, September 14, 2021 1:34:00 PM
Attachments: [image001.png](#)

Hi Danielle and Benjamin:

The Department of Public & Applied Humanities wholeheartedly supports this great new undergraduate minor, and we can accommodate additional students in PAH 350 (Health Humanities: Intercultural Perspectives). Please consider this email our letter of support.

Best of luck with the proposal!

Cheers,

Judd Ruggill
Head | Department of Public & Applied Humanities
College of Humanities
University of Arizona
jruggill@email.arizona.edu

On Tue, Sep 14, 2021 at 11:27 AM Embry, Danielle M - (dembry) <dembry@arizona.edu> wrote:

Dear Dr. Ruggill,

My name is Danielle Embry and I coordinate curriculum for the College of Public Health. I'm writing on behalf of Dr. Benjamin Brady (cc'd here) to introduce our proposal for a new undergraduate minor—Addiction and Substance Use. The proposed minor would be located in the Zuckerman College of Public Health, and include nine required public health course units and nine elective units from up to 12 departments. Among the electives, we ask your support to include **PAH 350 – Health Humanities: Intercultural Perspectives**.

Our vision for the minor is to provide students a public health perspective on addiction and substance use that incorporates the intersection of biological, psychological, and social-environmental factors. The required public health courses (200-level introductory course, 306 Drugs and Society, 448 Addiction and Substance Use Policy) are designed to establish this framework. The elective courses would provide a multidisciplinary menu of content-specific options to compliment and fit within it.

If your department supports this request, we kindly request a letter of support that confirms your availability to accommodate additional students within this course.

Thank you for your time. Please reach out with any questions.

Sincerely,

A handwritten signature in black ink that reads "B Brady". The letters are cursive and fluid, with the first name "Benjamin" being more prominent than the last name "Brady".

Benjamin Brady

Assistant Research Professor, Zuckerman College of Public Health

Faculty Director, Comprehensive Pain and Addiction Center

Danielle Embry

Danielle Embry, MEd | she/her/hers

Coordinator, Academic Curriculum - Faculty Affairs

University of Arizona Mel and Enid Zuckerman College of Public Health

Office of the Associate Dean for Academic Affairs

Drachman Hall A325 | (520) 626-8808

From: [Xinxin Ding](#)
To: [Embry, Danielle M - \(dembry\)](#); [Ding, Xinxin - \(xding\)](#)
Cc: [Brady, Benjamin Robert - \(brb99\)](#)
Subject: RE: Inclusion of PCOL 406 in Addiction and Substance Use Minor
Date: Tuesday, September 14, 2021 2:15:35 PM
Attachments: [image001.png](#)

Danielle,

We are fine with inclusion of PCOL406 in your proposed minor.

-Xinxin

Xinxin Ding, Ph.D
Professor and Head
Department of Pharmacology and Toxicology
College of Pharmacy
University of Arizona
1703 E Mabel Street
P.O. Box 210207
Tucson, AZ 85721-0207
Tel: (520) 626-9906
Fax: (520) 626-2466
xding@pharmacy.arizona.edu
www.pharmacy.arizona.edu

From: Embry, Danielle M - (dembry) <dembry@arizona.edu>
Sent: Tuesday, September 14, 2021 11:28 AM
To: Ding, Xinxin - (xding) <xding@arizona.edu>
Cc: Brady, Benjamin Robert - (brb99) <brb99@arizona.edu>
Subject: Inclusion of PCOL 406 in Addiction and Substance Use Minor

Dear Dr. Ding,

My name is Danielle Embry and I coordinate curriculum for the College of Public Health. I'm writing on behalf of Dr. Benjamin Brady (cc'd here) to introduce our proposal for a new undergraduate minor—Addiction and Substance Use. The proposed minor would be located in the Zuckerman College of Public Health, and include nine required public health course units and nine elective units from up to 12 departments. Among the electives, we ask your support to include **PCOL 406 – Comprehensive Human Pharmacology**.

Our vision for the minor is to provide students a public health perspective on addiction and

substance use that incorporates the intersection of biological, psychological, and social-environmental factors. The required public health courses (200-level introductory course, 306 Drugs and Society, 448 Addiction and Substance Use Policy) are designed to establish this framework. The elective courses would provide a multidisciplinary menu of content-specific options to compliment and fit within it.

If your department supports this request, we kindly request a letter of support that confirms your availability to accommodate additional students within this course.

Thank you for your time. Please reach out with any questions.

Sincerely,

A handwritten signature in black ink that reads "B Brady". The letters are cursive and fluid, with the first name "Benjamin" being partially obscured by the initials "B".

Benjamin Brady
Assistant Research Professor, Zuckerman College of Public Health
Faculty Director, Comprehensive Pain and Addiction Center

Danielle Embry

Danielle Embry, MEd | she/her/hers
Coordinator, Academic Curriculum - Faculty Affairs
University of Arizona Mel and Enid Zuckerman College of Public Health
Office of the Associate Dean for Academic Affairs
Drachman Hall A325 | (520) 626-8808



Department of
Pharmacology
College of Medicine

1501 N. Campbell Avenue

P.O. Box 245050
Tucson, AZ 85724-5050
(520) 626-6400 Telephone
(520) 626-4182 Fax

March 29, 2022

To whom it may concern,

This letter is to confirm the support of the Department of Pharmacology COM-T, for including PHCL 445 Drugs of Abuse in the proposed Addiction and Substance Use minor. We anticipate no difficulties in accommodating additional students in this course.

Sincerely,

A handwritten signature in black ink, appearing to read 'Todd Vanderah'.

Todd W. Vanderah, Ph.D.
Professor & Head of Pharmacology, COM University of Arizona
Joint Appointment Neurology & Anesthesiology
Director of the Comprehensive Pain and Addiction Center
Co-Director of the MD/PhD Program
Email: vanderah@email.arizona.edu
Office phone: (520) 626-7801



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Philosophy

**DEPARTMENT OF
PHILOSOPHY**

Social Sciences, Room 213

1145 E. South Campus Dr.

University of Arizona

Tucson, Arizona 85721

520-621-5045

<https://philosophy.arizona.edu/>

13 September 2021

To whom it may concern,

This letter is to confirm the support of the philosophy department for including PHIL 345 – Philosophy and Psychiatry and PHIL 321 – Medical Ethics in the proposed Addiction and Substance Use minor. We anticipate no difficulties in accommodating additional students in either of these courses.

Sincerely,

Jason Turner
Head, Department of Philosophy
The University of Arizona



Lee Ryan, Ph.D.
Professor and Head,
PSYCHOLOGY DEPARTMENT
COLLEGE OF SCIENCE

1503 East University Blvd.
P.O. Box 210068
Tucson, Arizona 85721-0068
www.psychology.arizona.edu

ryant@email.arizona.edu

October 1, 2021

RE: Letter of Departmental Support

To whom it may concern,

This letter is to confirm the support of the Psychology Department in the College of Science for including PSY 313 – Drugs and the Brain in the proposed Addiction and Substance Use minor. We anticipate no difficulties in accommodating additional students in this course.

Sincerely,

A handwritten signature in black ink that reads 'Lee Ryan'.

Lee Ryan, Ph.D.
Professor and Head, Psychology Department
Associate Director, Evelyn F. McKnight Brain Institute
University of Arizona, Tucson AZ 85721
Email: ryant@email.arizona.edu
Phone: (520) 621-7443

**COLLEGE OF EDUCATION
DISABILITY AND PSYCHOEDUCATIONAL STUDIES**



1430 E 2ND Street
P.O. Box 210069
Tucson, AZ 85721-0069

Tel: 520-621-7822
Fax: 520-621-3821

Date: 10/6/21

To whom it may concern,

This letter is to confirm the support of the Disability and Psychoeducational Studies Department in the College of Education for including SERP 478 – Substance Use and Prevention in the proposed Addiction and Substance Use minor. We anticipate no difficulties in accommodating additional students in this course.

Sincerely,

A handwritten signature in black ink that reads 'Carl J. Liaupsin'. The signature is written in a cursive style with a large, prominent 'C' and 'L'.

Carl J. Liaupsin, Ed.D.
Professor and Head
Department of Disability and Psychoeducational Studies
College of Education
University of Arizona

Policy Revision

Policy Title	Repeating a Course and Grade Replacement – consolidated title, formerly Grade Replacement Opportunity (GRO) and Repeating a Course		
Policy URL	https://catalog.arizona.edu/policy/grade-replacement-opportunity-gro https://catalog.arizona.edu/policy/repeating-course		
Rationale for Update	<ul style="list-style-type: none"> • Updating policy formatting and language for clarity. • Consolidating GRO and Course Repeat policies into one policy, as GRO depends on students' ability to repeat courses. • At the request of the advising community, eliminating the cap limiting students' access to GRO once they've earned more than 60 units. Update would allow undergraduate students to GRO courses regardless of how many University Credits they have earned. The elimination of this cap is intended to give students more equal opportunity to GRO for students whether they started as a first-year student at the institution or transferred coursework in later in their undergraduate career. 		
Contact Person for Questions	Abbie Sorg		
Responsible Unit	Office of the Registrar	URL	Click or tap here to enter text.
Career Applicability	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Law <input type="checkbox"/> Medicine <input type="checkbox"/> Pharmacy <input type="checkbox"/> Veterinary Medicine		
Approvals Granted <i>(for council use only)</i>	UGC Policies Subcommittee	Scheduled: 4/19/2022	Status: Approved with revisions 4/19/2022
	Undergraduate Council	Scheduled: 5/3/2022	Status: Approved 5/3/2022
	Graduate Council	Scheduled: 9/16/2022	Status: Approved 9/16/2022
	Undergraduate CAAC	Scheduled: 9/27/2022	Status: Approved 9/27/2022
	Graduate CAAC	Scheduled: 9/13/2022, 10/11/2022	Status: Approved 10/11/2022
	Faculty Senate Executive Committee	Scheduled:	Status:
	Faculty Senate	Scheduled:	Status:

Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

Existing Policy

Grade Replacement Opportunity

Before applying for GRO, please read "The Truth about GRO(link is external)"

1. Undergraduates who have not received a bachelor's degree from this University may repeat under the Grade Replacement Opportunity (GRO), only once, certain courses in which they received **grades** of C, D, or E.
2. All undergraduates who have earned fewer than 60 University Credits (i.e., units in residence at the UA) at the time of application for GRO are eligible. Students with 60 or more earned University Credits may retake courses in accordance with the **Course Repeat Policy** but without use of the GRO.
3. GRO requests for regular dated classes in any session may be submitted online during GRO filing periods. See the exact **GRO Filing Deadlines(link is external)** and the **GRO Information(link is external)** page.
4. Graduate students are not eligible for GRO.
5. The repeat GRO attempt department, course number, and grading type must be identical to the first attempt.
6. "Credit by Exam", "Grade by Exam", "Individual Studies" courses, "Success Courses," "Developmental Courses" (i.e., those with AX/BX after the course number), and "Pass/Fail" courses cannot be taken under GRO. Individual Studies is defined as courses with numbers ending in 91 (Preceptorship), 92 (directed research), 93 (internship), 94 (practicum), and 99 (independent study).
7. A total of 3 courses may be repeated under GRO.
8. A GRO repeated course grade will replace only one previous grade. (Example: if a course has been graded more than once, the GRO repeated course grade will replace only one of the graded courses.)
9. The repeated attempt under GRO is the grade used in the calculation of the **grade-point-average (GPA)**, even if lower than the first attempt, except in the case of #10 below. Both grades earned in the first and the GRO-repeat attempts will remain on the academic record. If a student passes the first attempt, but fails the repeat attempt, the failing grade is calculated in the grade-point-average; however the units

Proposed Edit

Repeating a Course

Students may attempt the same course at the University no more than **twice**. Courses that may be attempted no more than twice include:

- **courses completed** with a passing or failing grade (i.e., C, D, E, S, P, F, I grades)
- **courses that were audited or withdrawn from** (i.e., O, W, E, WO, XO grades). Thus, a student who drops a course any time after the **drop deadline** has attempted that course. Repeating a course with the Grade Replacement Opportunity (**GRO**) counts as an additional attempt.

Certain courses may be repeated and are excluded from the count of attempts:

- **courses included in a complete withdrawal** from the University (i.e., WC grade)
- courses **cancelled** by the department offering the course
- courses designated as repeatable for credit

Certain courses may not be repeated:

- **courses with** original grades of A or B, except as specifically provided by departments on a course-by-course basis
- **Success Courses**

Grading for Repeated Courses

By default for all students, when a completed course with a passing or failing grade is repeated, the cumulative **grade-point-average (GPA)** will reflect the grades earned in **both** the first and second attempts. Credit will be applied only once to the degree program, unless the course is designated repeatable for credit by the department.

Undergraduate Grade Replacement Opportunity

Undergraduate **students** who have not received a bachelor's degree from **the University of Arizona** may use the **Grade Replacement Opportunity (GRO)** when repeating certain undergraduate courses;

Existing Policy

earned in the first attempt may be applied toward degree requirements.

10. GRO repeat attempt grades of O, W, **WC**, WO or XO count as attempts, but do not replace the grade in the first attempt.
11. When the final grade for the GRO repeat attempt has been processed in the Office of the Registrar, the cumulative units and grade-point-average will be adjusted. Grades of I and Y are not final grades.
12. **University, college or department** policies or **certain** circumstances may limit the **option** to use the Grade Replacement Opportunity. Neither the department nor the Office of the Registrar is responsible for the loss of this opportunity due to changes in course offerings, such as course cancellation, unit change, time change, **etc.**
13. After filing **the GRO form**, it **becomes** the STUDENT'S RESPONSIBILITY to notify the **Office of the Registrar(link is external)**, **Administration Bldg. Rm. 210**, of ANY CHANGE that may affect the registration in the course being repeated.

Further Information:

- ~~**Will GRO help you achieve your goals? See The Truth about GRO(link is external)**~~ for what it will and won't accomplish.
- ~~**Please direct specific questions about GRO to your academic advisor.**~~

Proposed Edit

graduate students and graduate-level courses are not eligible. **GRO offers students the ability to replace grades of C, D, or E by repeating the course. Grades earned using the GRO will replace one previous grade for the course in the calculation of the grade-point-average (GPA), even if the grade from the repeated attempt is lower than the first attempt. Both the original grade and the grade from the **repeated attempt** remain **on the academic record. GRO may be used for a maximum of 3 courses.****

The GRO filing process and instructions are accessible on the Office of the Registrar website. GRO filing deadlines are set by the Registrar and published at Dates and Deadlines. When the final grade for the GRO repeat attempt has been processed in the Office of the Registrar, the cumulative units and **grade-point-average (GPA)** will be adjusted. Grades of I and Y are not final grades. After filing **for** GRO, it **is** the **student's responsibility** to notify the **Office of the Registrar** of **any change** that may affect the registration in the course being repeated.

- **GRO may only be used when repeating the same course with the same grading type; students cannot replace a grade in the original course using a different course.**
- **The following course types are not eligible for GRO:** Credit by Exam, Grade by Exam, Individual Studies courses (i.e., Preceptorship, Directed Research, Internship, Practicum, and Independent Study), Developmental courses (i.e., those with AX/BX after the course number), and courses taken for Pass/Fail grades.
- GRO repeat attempt grades of O, W, WO or XO count as attempts, but do not replace the grade in the first attempt.
- If a student passes the first attempt, but fails the **GRO** repeat attempt, the failing grade is calculated in the **grade-point-average (GPA)**; however the units earned in the first attempt may be applied toward degree requirements.
- Policies or circumstances may limit the **opportunity** to use the **GRO**. Neither the department nor the Office of the Registrar is responsible for the loss of this opportunity due to changes in

Existing Policy	Proposed Edit
	course offerings such as course cancellation, unit change, or time change.

Existing Policy	Proposed Edit
<p>Repeating a Course</p> <p>An undergraduate or graduate student may attempt the same course at the University no more than twice, whether the student completes the course with a passing or failing grade (i.e., C, D, E, S, P, F, I) or whether the student audits, withdraws or is administratively dropped from the course (i.e., O, W, E, WO, XO). Thus, an undergraduate student who drops a course any time after the first withdrawal deadline (e.g., after the second week of the semester), or a graduate student who drops a course any time after the first withdrawal deadline (e.g., after the fourth week of classes) has had one attempt with that course. Repeating a course with the Grade Replacement Opportunity (GRO) counts as an additional attempt.</p> <p>Excluded from the count of attempts is a complete withdrawal from the University (i.e., WC grade), a course cancellation by the department offering the course, and courses that are designated as repeatable for credit.</p> <p>Original grades of A or B may not be repeated, except as specifically provided by departments on a course-by-course basis. Additionally, designated Success Courses may not be repeated. When a completed course with a passing or failing grade is repeated without use of the GRO, the cumulative grade-point-average (GPA) will reflect the grades earned in the first and second attempts. Credit will be applied only once to the degree program, unless the course is designated repeatable for credit by the department.</p>	

Grade Replacement Opportunity (GRO) & Repeating a Course: Policy Benchmarking

Summary

A review of 17* ABOR peer and similar institutions' policies on grade replacement and repeating a course reveals that all institutions allow undergraduate students to repeat courses, but only 10 institutions offer grade replacement options.

The University of Arizona's current credit maximum for GRO errs on the conservative side with 3 courses; the highest number of credits eligible for grade replacement was 20 (though 2 institutions did not list a credit maximum at all). The University of Maryland is the only institution besides the University of Arizona that limits how far into academic progression a student has the option to replace a grade.

7 institutions allow undergraduate students one chance to repeat each course, and a subsequent attempt requires a petition or permission from a dean, college, or advisor. 6 institutions do not state a limit to how many times a course may be repeated.

The highest grade an undergraduate student can receive for a course and be eligible to repeat it is closely split between C, D, and no grade stated.

Only 9 out of 17 institutions have published a Course Repeat policy addressing graduate students. 8 institutions allow students to repeat courses 1-2 times with permission from an advisor/dean/department. The University of Florida is the only institution that does not allow graduate students to repeat courses (except in rare cases).

Aside from one institution that allows advisors to determine whether students may replace a grade, no institutions researched have a grade replacement option for graduate students; all attempts are calculated in the GPA.

*No information could be located for the University of Iowa.

A. Grade Replacement - Undergraduate

GRADE REPLACEMENT CREDIT MAXIMUM	INSTITUTION
No grade replacement option; all graded attempts calculated in GPA	<ul style="list-style-type: none"> University of Florida University of North Carolina Texas A&M University University of Texas University of Washington University of Wisconsin
3 courses	<ul style="list-style-type: none"> University of Arizona Ohio State University (extenuating circumstances won't count toward 3)
4 courses or 10 semester hours	<ul style="list-style-type: none"> University of Illinois
12 hours	<ul style="list-style-type: none"> Arizona State University

12 credits	<ul style="list-style-type: none"> • Pennsylvania State University
16 credits	<ul style="list-style-type: none"> • UC Davis • UCLA
18 credits	<ul style="list-style-type: none"> • University of Maryland*
20 credits	<ul style="list-style-type: none"> • Michigan State University
No limit	<ul style="list-style-type: none"> • Northern Arizona University • University of Minnesota
No data found	<ul style="list-style-type: none"> • University of Iowa

* Students may only GRO courses taken in the first semester or first 24 attempted units.

Grade Replacement – Graduate

GRADE REPLACEMENT CREDIT MAXIMUM	INSTITUTION
No grade replacement option; all graded attempts included in GPA calculation	<ul style="list-style-type: none"> • University of Arizona • Northern Arizona University • UC Davis • UCLA • University of Florida • University of Minnesota • Ohio State University • University of Washington • University of Wisconsin
Decision of advisor/dean/college	<ul style="list-style-type: none"> • Michigan State University
No data found	<ul style="list-style-type: none"> • Arizona State University • University of Illinois • University of Iowa • University of Maryland • University of North Carolina • Pennsylvania State University • Texas A&M University • University of Texas

B. Repeating a Course – Undergraduate

MAXIMUM REPEATS ALLOWED PER COURSE	INSTITUTION
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1	<ul style="list-style-type: none"> • University of Arizona • Arizona State University
1 (must be petitioned)	<ul style="list-style-type: none"> • Ohio State University
2	<ul style="list-style-type: none"> • Texas A&M University
2 (second repeat requires department/dean/advisor permission or student petition)	<ul style="list-style-type: none"> • Northern Arizona University • UC Davis • UCLA • University of Maryland • University of Minnesota • Pennsylvania State University • University of Washington
No limit stated	<ul style="list-style-type: none"> • University of Florida • University of Illinois • Michigan State University • University of North Carolina • University of Texas • University of Wisconsin
No data found	<ul style="list-style-type: none"> • University of Iowa

Repeating a Course - Graduate

MAXIMUM REPEATS ALLOWED PER COURSE	INSTITUTION
0	<ul style="list-style-type: none"> • University of Florida
1	<ul style="list-style-type: none"> • University of Arizona
1 (requires advisor, dean, or department permission)	<ul style="list-style-type: none"> • Northern Arizona University
2 (second repeat requires department/dean/advisor permission or student petition)	<ul style="list-style-type: none"> • UC Davis • UCLA • University of Minnesota
Decision of advisor/dean/college	<ul style="list-style-type: none"> • Michigan State University • Ohio State University
No limit stated	<ul style="list-style-type: none"> • University of Washington • University of Wisconsin
	<ul style="list-style-type: none"> • Arizona State University • University of Illinois • University of Iowa

No data found	<ul style="list-style-type: none"> • University of Maryland • University of North Carolina • Pennsylvania State University • Texas A&M University • University of Texas
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C. Grading Requirements – Undergraduate

HIGHEST GRADE REPEATABLE	INSTITUTION
No grade requirement stated	<ul style="list-style-type: none"> • University of Maryland • University of Minnesota • University of North Carolina • Ohio State University • University of Washington • University of Wisconsin
C	<ul style="list-style-type: none"> • University of Arizona • UCLA • University of Florida* • University of Illinois • Michigan State University • Texas A&M University
D	<ul style="list-style-type: none"> • Arizona State University • Northern Arizona University* • UC Davis • Pennsylvania State University • University of Texas
No data found	<ul style="list-style-type: none"> • University of Iowa

*Students may be able to repeat courses in which they received a higher grade than listed through petition or permission of department.

Grading Requirements – Graduate

HIGHEST GRADE REPEATABLE	INSTITUTION
No grade allows repetition	<ul style="list-style-type: none"> • University of Florida
C	<ul style="list-style-type: none"> • University of Arizona • Northern Arizona University • UC Davis • UCLA
Decision of advisor/department/dean	<ul style="list-style-type: none"> • Michigan State University • Ohio State University

No limit given	<ul style="list-style-type: none"> • University of Minnesota • University of Washington • University of Wisconsin
No data found	<ul style="list-style-type: none"> • Arizona State University • University of Illinois • University of Iowa • University of Maryland • University of North Carolina • Pennsylvania State University • Texas A&M University • University of Texas

Full Policy Texts

University of Arizona

<https://catalog.arizona.edu/policy/repeating-course>

Repeating a Course

Applies to: Undergraduate, Graduate

An undergraduate or graduate student may attempt the same course at the University no more than twice, whether the student completes the course with a passing or failing grade (i.e., C, D, E, S, P, F, I) or whether the student audits, withdraws or is administratively dropped from the course (i.e., O, W, E, WO, XO). Thus, an undergraduate student who drops a course any time after the first withdrawal deadline (e.g., after the second week of the semester), or a graduate student who drops a course any time after the first withdrawal deadline (e.g., after the fourth week of classes) has had one attempt with that course. Repeating a course with the Grade Replacement Opportunity (GRO) counts as an additional attempt.

Excluded from the count of attempts is a complete withdrawal from the University (i.e., WC grade), a course cancellation by the department offering the course, and courses that are designated as repeatable for credit.

Original grades of A or B may not be repeated, except as specifically provided by departments on a course-by-course basis. Additionally, designated Success Courses may not be repeated. When a completed course with a passing or failing grade is repeated without use of the GRO, the cumulative grade-point-average (GPA) will reflect the grades earned in the first and second attempts. Credit will be applied only once to the degree program, unless the course is designated repeatable for credit by the department.

University of Arizona

<https://catalog.arizona.edu/policy/grade-replacement-opportunity-gro>

Grade Replacement Opportunity (GRO)

Applies to: Undergraduate, Graduate

1. Undergraduates who have not received a bachelor's degree from this University may repeat under the Grade Replacement Opportunity (GRO), only once, certain courses in which they received grades of C, D, or E.

2. All undergraduates who have earned fewer than 60 University Credits (i.e., units in residence at the UA) at the time of application for GRO are eligible. Students with 60 or more earned University Credits may retake courses in accordance with the Course Repeat Policy but without use of the GRO.
3. GRO requests for regular-dated classes in any session may be submitted online during GRO filing periods. See the exact GRO Filing Deadlines(link is external) and the GRO Information(link is external) page.
4. Graduate students are not eligible for GRO.
5. The repeat GRO attempt department, course number, and grading type must be identical to the first attempt.
6. "Credit by Exam", "Grade by Exam", "Individual Studies" courses, "Success Courses," "Developmental Courses" (i.e., those with AX/BX after the course number), and "Pass/Fail" courses cannot be taken under GRO. Individual Studies is defined as courses with numbers ending in 91 (Preceptorship), 92 (directed research), 93 (internship), 94 (practicum), and 99 (independent study).
7. A total of 3 courses may be repeated under GRO.
8. A GRO repeated course grade will replace only one previous grade. (Example: if a course has been graded more than once, the GRO repeated course grade will replace only one of the graded courses.)
9. The repeated attempt under GRO is the grade used in the calculation of the grade-point-average (GPA), even if lower than the first attempt, except in the case of #10 below. Both grades earned in the first and the GRO repeat attempts will remain on the academic record. If a student passes the first attempt, but fails the repeat attempt, the failing grade is calculated in the grade-point-average; however the units earned in the first attempt may be applied toward degree requirements.
10. GRO repeat attempt grades of O, W, WC, WO or XO count as attempts, but do not replace the grade in the first attempt.
11. When the final grade for the GRO repeat attempt has been processed in the Office of the Registrar, the cumulative units and grade-point-average will be adjusted. Grades of I and Y are not final grades.
12. University, college or department policies or certain circumstances may limit the option to use the Grade Replacement Opportunity. Neither the department nor the Office of the Registrar is responsible for the loss of this opportunity due to changes in course offerings, such as course cancellation, unit change, time change, etc.
13. After filing the GRO form, it becomes the STUDENT's RESPONSIBILITY to notify the Office of the Registrar(link is external), Administration Bldg. Rm. 210, of ANY CHANGE that may affect the registration in the course being repeated.

Further Information:

Please direct specific questions about GRO to your academic advisor.

Arizona State University

<https://www.asu.edu/aad/manuals/ssm/ssm203-06.html>

Deletion of a "D" or "E" Grade Received by an Undergraduate Student in an Undergraduate Course Applies to:
Undergraduate

Purpose

To allow an undergraduate student to earn and have reflected in his or her academic record an improved grade for an undergraduate course in which a "D" or "E" grade was originally received.

Course Repetition

An undergraduate student who received a "D" or "E" grade in a course may repeat that course only once to attempt to earn an improved grade.

Academic Record Adjustment

For students admitted prior to the fall 2008 semester, the grade received through repeating the course will be reflected in the academic records based on the course level and is detailed in the first policy listed below. For students newly admitted fall 2008 and after the grade received through repeating the course will be reflected in the academic records based on the second policy detailed below.

Students Admitted Prior to Fall 2008

100 and 200 Level Courses

For 100 and 200 level course repetition, the student's academic record will reflect:

1. both grades received in the course on the student's transcript
and
2. only the highest grade received in the course in the student's grade point average.

300 and 400 Level Courses

For 300 and 400 level course repetition, the student's academic record will reflect:

3. both grades received in the course on the transcript
and
4. both grades received in the course in the student's grade point average.

Students Newly Admitted Fall 2008 and After

Students are permitted to repeat up to 12 hours and the following will apply:

For 100, 200, 300 and 400 level course repetition the student's academic record will reflect:

1. both grades received in the course on the student's transcript
and
2. only the highest grade received in the course in the student's cumulative grade point average.

All courses taken repeated beyond the 12 hour limit the following will apply:

For 100, 200, 300 and 400 level course repetition the student's academic record will reflect:

3. both grades received in the course on the student's transcript
and
4. the average course grade be included in the student's cumulative grade point average.

Procedure

RESPONSIBILITY	ACTION
Student	<ol style="list-style-type: none">1. Register for the course in which "D" or "E" grade was received.2. Earn an improved grade in the course.
University Registrar Services staff	<ol style="list-style-type: none">3. Change the student's academic record to reflect the grade change, if any, based upon applicable policy indicated above.

Student	4. Verify change by requesting an unofficial transcript at https://my.asu.edu (My ASU Web site).
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Arizona State University

Applies to: Graduate

NO POLICY LOCATED

Northern Arizona University

<https://www5.nau.edu/policies/Client/Details/516?wholsLooking=Students&pertainsTo=All&sortDirection=Ascending&page=1>

Course Repeat Policy, Undergraduate

Applies to: Undergraduate

In certain instances, undergraduate students may wish to repeat a course to improve a previous performance. Please be aware credit is only earned once for a course that is repeated. If you take a 3 unit course and repeat it, you will earn 3 units of credit, not 6.

Grade Replacement: Students may repeat a course at NAU once for grade replacement. The better of the two grades will be used in GPA calculations.

If student situations merit a second repeat due to extenuating circumstances, they may petition to repeat a course for the second time, by completing a "Petition to Repeat a Class for the 2nd Time" form found on the Registrar's website under Forms and Policies. If signed and approved, the form is submitted to the Registrar's Office for processing.

Repeat Rules

- Students may only repeat courses in which a grade of "D" or "F" was earned. Students may not repeat any courses in which a grade of "A" or "B" or "C" or "P" was earned.
- The same grading option must be used for the repeat course as was used when the course was taken initially. In other words, a course initially taken for a letter grade must be repeated for a letter grade, and a course taken Pass-Fail must be repeated Pass-Fail. When repeating a topics course or PES 100, the topic or physical education activity must be the same as when the course was originally taken.
- Because of the changing nature of their content, the following courses are not eligible for grade repeat and can only be retaken for additional credit and new grades:
 - Research
 - independent studies
 - internships
 - honors courses
 - some topics courses
- Students taking courses in an integrated format (courses with an "I" after the course number), may repeat these courses individually.
- Students may not repeat a course at another institution to replace a grade earned at Northern Arizona University. Students may satisfy a plan requirement by repeating a course at another institution if the

course is equivalent to the Northern Arizona University course. However, the grade will not be replaced, the student's GPA will not be affected, and additional credits will not be awarded for the repeat.

- Students may not repeat courses that Northern Arizona University has discontinued or canceled.
- Students may not repeat courses after their undergraduate degree has been awarded.

Special Circumstances

Some departments or colleges have received prior approval from NAU's Academic Standards Committee to allow students in certain programs to repeat some "C" grades for purposes of meeting minimum GPA requirements for specific academic plans.

Students should check with their advisors if they wish to repeat courses in which they received a "C". If students are allowed to repeat a course in which they earned a grade of "C", they must (a) get the approval from the department or college that offers the course before enrolling to repeat the course and (b) submit the form to the Registrar's Office for processing.

Caution

Repeating a class a second time could affect financial aid or eligibility for certain programs. Students receiving financial aid should check with a financial aid counselor about course repeat rules. Veterans, athletes, international students, or students who are recipients of tribal funding may have additional rules associated with course repeats. Check with appropriate departments for more information.

Northern Arizona University

<https://www5.nau.edu/policies/Client/Details/519?whosLooking=Students&pertainsTo=All&sortDirection=Ascending&page=1>

Course Repeat, Graduate

Applies to: Graduate

Graduate students do not normally repeat courses. However, if a grade of "C", "D", or "F" is received in a graduate course, students may repeat that course with advisor approval.

Courses repeated under the regular grading scale do not replace the grade for the prior course, and both grades are used in the computation of the cumulative grade point average (GPA).

Courses repeated under the P/F grading scale do replace the grade for the prior course, and only the repeated course grade will be used in the computation of the cumulative GPA.

Units earned for repeated courses may only be used once to fulfill graduation requirements.

General Procedure

Graduate students who wish to repeat a course must submit the Graduate Course Repeat Enrollment form, also available on the Graduate College or Registrar's Office website.

Students can appeal or petition for exception

Graduate students may petition for an exception to any academic, non-grade-related, graduate regulation for which no specific appeal or petition process exists. Petitions should be submitted, in writing, to the Associate Dean of the Graduate College. When applicable, the student's advisor and department chair may endorse the petition letter. In some specific instances, utilizing the Graduate Academic Appeal Policy is more appropriate.

Students should contact the Associate Dean of the Graduate College for clarification on which process to initiate.

Special Circumstances

Possible Impacts of Repeating Courses

Students who are veterans, athletes, international students, recipients of tribal funding, etc., may be affected by additional rules associated with course repeats. Check with appropriate departments for more information.

UC Davis

<https://academicssenate.ucdavis.edu/bylaws-regulations/regulations#A540->

Grades

Applies to Undergraduate, Graduate

(F) Repetition of courses not authorized by the Davis Division Committee on Courses of Instruction to be taken more than once for credit is subject to the following conditions:

1. An undergraduate student may repeat only those courses in which the student received a letter grade of D+ or below, a C- or below for any course that is approved to satisfy the Entry Level Writing Requirement (see DDR 521.C.2), or a grade of Not Passed, as well as courses in which a grade of I has become permanent on the student's record because the work was not completed within three years, as described in (C) above. Departments may restrict repetition of a course if it is a prerequisite to a course already completed with a grade of C- or better. Courses in which a letter grade has been assigned may not be repeated on a Passed or Not Passed basis. (En. 4/21/80, Am. 3/11/81) (Am. 9/1/2010, 9/1/2016, 9/1/2018)
2. A graduate student, with the consent of the appropriate graduate adviser and the Dean of Graduate Studies, may repeat any course in which the student received a letter grade of C+ or below, or a grade of Unsatisfactory, as well as courses in which a grade of I has become permanent on the student's record because the work was not completed within three years, as described in (C) above, up to a maximum of three courses for all courses repeated. Courses in which a letter grade has been assigned may not be repeated on a Satisfactory or Unsatisfactory basis. (Am. 10/25/76, effective Winter 1977) (Am. 9/1/2010, 9/1/2011, 9/1/2016, 9/1/2018)
3. Repetition of a course more than once requires approval by the appropriate dean in all instances.
4. Degree credit for a course will be given only once, but the grade assigned at each enrollment shall be permanently recorded. (Am. by mail ballot 5/7/74)
5. In computing the grade point average of an undergraduate who repeats courses in which the student received a grade of D or F, or in the case of a course that is approved to satisfy the Entry Level Writing Requirement, a C- or below (see DDR 521.C.2), only the most recently earned grade for each course and corresponding grade points shall be used for the first 16 units repeated. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted. (Am. 9/1/2018)
6. In computing the grade point average of a graduate student who repeats courses in which the student received a grade of C, D, or F, only the most recently earned grade for each course and corresponding grade points shall be used. (Am. 9/1/2018)

UCLA

<https://catalog.registrar.ucla.edu/Policies-and-Regulations/Academic-Policies/Repetition-of-Courses>

Repetition of Courses

Applies to: Undergraduate, Graduate

Certain courses, as noted in their course descriptions, may be repeated for credit. Other courses taken at UCLA (except UCLA Extension) may be repeated only according to the following guidelines:

To improve the grade-point average (GPA), students may repeat only those courses in which they receive a grade of C– or lower; NP or U grades may be repeated to gain unit credit. Courses in which a letter grade is received may not be repeated on a P/NP or S/U basis. Courses originally taken on a P/NP or S/U basis may be repeated on the same basis or for a letter grade.

Repetition of a course more than once requires the approval of the College, school, or dean of the Graduate Division, and is granted only under extraordinary circumstances.

Degree credit for a course is given only once, but the grade assigned each time the course is taken is permanently recorded on the transcript.

For undergraduates who repeat a total of 16 or fewer units, only the most recently earned letter grades and grade points are computed in the GPA. After repeating 16 units, however, the GPA is based on all letter grades assigned and total units attempted.

Certain programs may place additional restrictions on the repetition of courses required for those programs. For graduate students, all courses in which a letter grade is given, including repeated courses, are used in computing the GPA.

University of Florida

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext>

Repeat Coursework

Applies to: Undergraduate

University of Florida coursework that is repeated is counted in the computation of your UF grade point average as many times as grades for that course are recorded, although credits will be awarded only once.

When you earn a C (2.0) or higher in a course, you will not be allowed to repeat that course. Any exceptions to this policy must be made via an approved petition to the student's college.

If you entered UF with credit for Advanced Placement (AP) or International Baccalaureate (IB) courses and you then repeat and pass the equivalent course at UF, you will receive a grade for the UF course and no credit for the prior work.

Grades received at other institutions will not be averaged with grades received at the University of Florida. Repeat coursework taken at the University of Florida will result in calculation of the UF grade in the UF grade point average only, with credit earned only once.

University of Florida

<https://gradcatalog.ufl.edu/graduate/regulations/>

Courses and Credits

Applies to: Graduate

Undergraduate courses (1000-2999) may not be used to satisfy any graduate degree requirements. All 1000- and 2000-level courses may be taken on a satisfactory/unsatisfactory (S/U) basis.

Six credits of undergraduate courses (3000-4999) outside the major may count when taken as part of an approved graduate program. Consult the Academic Unit before registering.

Courses numbered 5000 and above are limited to graduate students, with the exception described under Undergraduate Registration in Graduate Courses. Courses numbered 7000 and above are normally for advanced graduate students.

No more than 5 credits each of 6910 (Supervised Research) and 6940 (Supervised Teaching) may be taken by a graduate student at UF. Students who have taken 5 credits of 6910 cannot take 7910; the rule also applies to 6940 and 7940. Courses numbered 7979 and 7980 are not eligible to count toward a master-level degree program.

Audited courses at any level do not count toward any graduate degree requirements.

For a complete list of approved graduate courses, see the courses page within this catalog. Academic units decide which of these graduate courses to offer in a given term. Contact the academic unit for information on available courses.

Generally, graduate courses may not be repeated for credit. However, there is no limit on courses numbered 6971 (but the Graduate School will only count a maximum of 6 credits of 6971 toward a thesis master's-level degree), 6972, 6979, 7979, and 7980. Other courses repeated for credit will list a lifetime "max" after the single term credit.

University of Illinois – Urbana Champaign

<https://studentcode.illinois.edu/article3/part3/3-309/>

Registration, Course Changes, and Withdrawal

Applies to: Undergraduate

a. In General

1. A student who repeats a subject for which the student has previously received credit (either by class work at the university, or by advanced standing previously allowed for work done elsewhere) does not forfeit the original credit in the event the student should fail the course on the second attempt. Where a course has been repeated, both the original and subsequent grades are included in the average if the course is acceptable toward graduation, but the credit is counted only once. (See § 3-103 on computation of grades.)
2. If the course is repeated yet again, all grades received, passed or failed, are counted in the graduation average, except as indicated in § 3-802 on minimum scholarship requirements for graduation.

b. Campus Grade Replacement

1. Undergraduate students may repeat courses for grade replacement according to the following set criteria. If these conditions are not met, the general policy governing repeated courses applies.
 - Students may repeat for grade replacement up to a total of 4 distinct courses, not to exceed a maximum of 10 semester hours, taken at the University of Illinois Urbana-Champaign.

- A course in which an academic integrity violation, under § 1-403 of the Code has been officially reported may not be repeated for grade replacement.
 - A course may be repeated for grade replacement only once.
 - Courses may be repeated for grade replacement only in those cases in which students received grades of C-, D+, D-, or F on the first attempt.
 - Variable credit courses must be taken for the same number of credit hours when repeated for grade replacement.
 - A student who has been awarded a degree from the University of Illinois may not subsequently repeat a course from that degree program for the purposes of grade replacement.
2. When a student repeats a course for grade replacement, the transcript is affected as follows:
- Both course enrollments and corresponding grades appear on the official transcript.
 - The first course enrollment on the student's transcript will be permanently identified as a course that has been repeated for grade replacement.
 - Where a course has been repeated for grade replacement, the course credit earned will be counted only once toward degree and program requirements. In the event that the student should fail the course on the second attempt, the student does not forfeit the original credit (§ 3-309(a)(1)).
 - When a course has been repeated for grade replacement, only the grade received in the second enrollment for the course will count in the student's grade point average. In the event that the student should fail the course on the second attempt, while having earned a passing grade in the first attempt, the general policy governing course repeats applies: all grades received, passed, or failed will be counted in the graduation average (§ 3-309(a)(2)) except as indicated in (§ 3-802) on minimum scholarship requirements for graduation.
3. Students must register their intent to use the course repeat for grade replacement option by filing a form for this purpose at their college office during the first half of the term (e.g., the first eight weeks of the semester, the first four weeks of the summer session, or the first four weeks of an eight-week course) in which the course is taken.

University of Illinois – Urbana Champaign

<https://registrar.illinois.edu/faculty-staff/policies/campus-grade-replacement/>

Campus Grade Replacement Opportunity

Applies to: Undergraduate

Principles

With regard to implementation of the campus GRP (Student Code, 3-309(b)), the Council of Undergraduate Deans has agreed to the following principles:

1. A student may request eligibility for grade replacement using a grade earned in a course taken no earlier than Fall 2010. A college may not authorize retroactive application of the policy.
Example: A grade earned in a course taken in Spring 2010 may not be used to replace a grade earned in a course originally taken in Fall 2009. However, a grade earned in a Fall 2010 course may be used to replace the final grade in a Fall 2009 course, assuming all other eligibility criteria are met.
2. The policy specifies the 8-week deadline so as to be consistent with other academic deadlines. College staff have the prerogative to make extensions to the deadline in extenuating circumstances as appropriate. Please note any approved extensions when the form is processed.

3. The grade modes in original and repeated courses must be identical if the student's final grade in the repeated course is to replace the final grade earned in the original course.
Example: A course originally taken for letter-grade credit must be repeated for letter-grade credit if the repeated grade is to replace the original grade.
4. Once a student successfully replaces a grade in a course and the approved form is processed by registrar staff, the term GPA for the term in which the student took the original course will be recalculated and will appear in the student information system, DARwin, and other systems that utilize GPA information. Newly calculated term and cumulative GPA information will appear on the official University transcript as well. However, other processes that depend on the term GPA and that occurred prior to final processing of the grade replacement form are considered at a "point in time" and will not be revisited. This includes eligibility for the Dean's List and other academic honors, as well as the designation of academic probation, etc. If a student opts to replace the grade in a course he or she has taken multiple times under the longstanding repeat policy (Student Code, 3-309(a)) the student must indicate which of the previously earned grades should be replaced. It is likely—but should not be assumed—that a student will want to replace the lowest grade earned in a series of attempts.
Example: A student received a D in PSYC 100 (FA08) and opted to repeat the course, receiving a C- (SP09). The student may take the course a third time (say, in SP11) but must choose which of the previous grades will be replaced. It would be most helpful if college staff would indicate which term and course is to be replaced by noting the information on the grade replacement form.
5. For courses where the first earned grade was "ABS" or changed to "F by rule," the grade replacement form will be processed without making any changes to the original grade—i.e., the original grade will not first be changed to an F. (Keeping the original earned grade will be of benefit to staff when reviewing the overall student record.)

University of Illinois – Urbana Champaign

Applies to: Graduate

NO POLICY LOCATED

University of Iowa

Applies to: Undergraduate, Graduate

NO POLICY LOCATED

University of Maryland

<https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/academic-records-regulations/>

Repeat Course Guidelines

Applies to: Undergraduate

There is a limit to the number of times a student may repeat a course. Students may have one repeat of any course in which they earned an A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, P, S, W, NG or Audit; they cannot be registered (after the schedule adjustment period) for any given course more than twice. A student's dean's office may grant an exception allowing an additional course repeat. In this case, students must present a plan for successfully completing the course. All attempts will be counted toward the total limit for repeatable credits. Note: Students may not choose the Pass-Fail option when re-registering for a course or re-register for a course in which a grade of "I" has been noted.

Students may repeat no more than 18 credits. Additionally, if a student withdraws from all courses during a

Last updated: 8/31/2020 7:39 AM

semester, those courses are not included in this limit.

The grade point average will include all attempts at a given course that result in a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. However, to help freshmen and transfer students adjust to the University of Maryland, College Park, the following two exceptions allow for the cumulative GPA to be calculated so that only the higher grade is included:

When the repeated course was taken within the student's first semester at University of Maryland, College Park, or

When the repeated course was taken within the student's first 24 credit hours attempted (including transfer credits) or within the semester during which the student reached the 24th credit hour attempted. Advanced Placement Exam credits do not count toward the 24 credit count.

Any grade earned in prior attempts of a repeated course will appear on the student's transcript, regardless of whether the grade is dropped from, or included in, the cumulative grade point average.

Repeat by transfer: If a student repeats by transfer a course that was taken before or during the semester in which the student reached 24 credits attempted (including transfer credits) and the transfer grade is higher, then the original grade in the course will be excluded from the GPA calculation.

If the course was taken after the semester in which the student reached 24 credits attempted, the original grade remains in the GPA calculation.

University of Maryland

<https://studentsuccess.umd.edu/policies>

Repeating Courses

Applies to: Undergraduate

Students may repeat no more than 18 credits. If a student completely withdraws from all courses during a semester, those courses are not included in this limit.

Students may not repeat any given course more than twice unless provided an exception from the dean's office. In this case, students must present a plan for successfully completing the course.

Note: Students may not choose the Pass-Fail option when re-registering for a course or re-registering for a course in which a grade of "I" has been noted.

The grade point average will include all attempts; however to help freshmen and transfer students adjust to UMD, the following exceptions allow for the cumulative GPA to be calculated so that only the higher grade is included:

1. When the repeated course was taken within the student's first semester at University of Maryland, College Park, or
2. When the repeated course was taken within the student's first 24 credit hours attempted (including transfer credits) or within the semester during which the student reached the 24th credit hour attempted. Advanced Placement Exam credits do not count toward the 24 credit count.

University of Maryland

Applies to: Graduate

NO POLICY LOCATED

Michigan State University

<https://reg.msu.edu/AcademicPrograms/Print.aspx?Section=532>

Repeating a Course

Applies to: Undergraduate, Graduate

An undergraduate student who received a grade of 2.0 or above, CR, or P in a course may not repeat the course on a credit basis. An undergraduate student may repeat no more than 20 credits in courses in which grades below 2.0 were received.

A graduate student who received a grade of 2.0 or above, CR, or P in a course may not repeat the course on a credit basis with the following exception: with the approval of the associate dean, a graduate student may repeat a course in which a grade of 2.0 or 2.5 was received. The number of credits that a graduate student may repeat is determined by the student's academic advisor or guidance committee, in accordance with unit policies.

Whenever a course is repeated on a credit basis, the last grade and credits earned completely replace the previous grade in the satisfaction of requirements and computation of the cumulative grade-point average. All entries remain a part of the student's permanent academic record.

Any course repeated for credit must be taken on the same grading system under which the course was taken the first time, except where standard requirements to the contrary must be satisfied in order to meet graduation requirements.

Credit by Examination may not be used to repeat a course in which a grade below 2.0 was received.

A student who has taken a course as a visitor may subsequently enroll in the course for credit with the approval of his or her advisor.

Financial Aid and Repeats

Federal financial aid regulations limit the number of times a student may repeat a course and receive financial aid for that course. The following guidelines apply to students eligible for federal aid.

A student may receive aid when repeating a course for the first time.

A student may receive aid when repeating a course that was previously failed (received a 0.0 or No Pass), regardless of the number of times the course was attempted and failed.

A student may receive aid to repeat a previously passed course one additional time.

Once a student has completed any course twice with a passing grade, he/she is no longer eligible to receive aid for that course.

If a student retakes a course that is not aid eligible, a recalculation of aid is done to exclude the credits for the repeated course. Students are notified by the Office of Financial Aid if their aid needs to be reduced.

University of Minnesota

<https://policy.umn.edu/education/gradingtranscripts>

Repeating Courses

Applies to: Undergraduate, Graduate

- A. An undergraduate student may repeat a course only once, except as noted in section 4(c). The college offering the course may grant an exception to this provision. Morris only: Students who receive a grade of S or C or higher may repeat a course only if space permits.
 - B. When a student repeats a course before receiving the degree, (a) both grades for the course will appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course will count in the student's grade point average.
 - C. Provisions 4(a) and (b) of this policy will not apply to courses (1) using the same number but where students study different content each term of enrollment and (2) to courses designated as "repetition allowed."
 - D. If an undergraduate student repeats a course after the degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
 - E. Bracketing is the practice of not including a course in the calculation of a student's GPA and not counting the course as satisfying any undergraduate degree requirements, including electives, because a student has repeated a course. When a student repeats a course, all prior attempts are bracketed and only the most recent attempt counts, except as provided in 4(c). No department or college or campus may bracket the courses of another department or college or campus for any reason other than course repetition. An F may not be bracketed with an N. A University course may not be bracketed with a course taken at another institution.
 - F. When a student enrolled in a graduate program repeats a course, provisions 4(a) and (b) apply, but all grades for the course will be counted in the student's grade point average.
5. This policy may be modified but existing transcripts will not be modified when there are changes in policy. Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript.

University of North Carolina

<https://catalog.unc.edu/policies-procedures/registration-enrollment-withdrawal/#text>

Repeating Course Enrollments

Applies to: Undergraduate

A student who proceeds with enrollment in a course not designated as repeatable can only earn credit once toward the fulfillment of the University's minimum undergraduate degree requirement. The credit is earned from the course with the highest passing grade or, if grades are the same, the latter attempt. The grades of all attempts of the course, however, are computed in the student's cumulative grade point average.

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Certain University courses (e.g., applied music, special studies, undergraduate research, etc.) may be taken more than once for credit and are so designated in the course catalog as repeatable. A particular physical education activity (PHYA) course may be taken more than once, so long as a different level of the same course (beginning, intermediate, and advanced) is taken during each separate enrollment. PHYA courses do not award academic credit hours toward an undergraduate degree, but the grade is factored into the cumulative grade point average. Students may enroll in no more than one lifetime fitness (LFIT) course, and only one LFIT course will count toward academic credit hours for an undergraduate degree.

For the purposes of receiving financial aid, hours for repeated courses will only be considered a part of the total upon which awards are based if:

the student is repeating a course previously failed, or
the course is the first repeat of a prior course in which a passing grade (D or higher) was received.

University of North Carolina

Applies to: Graduate

NO POLICY LOCATED

Ohio State University

<https://trustees.osu.edu/bylaws-and-rules/3335-8>

3335-8-27.1 Grade forgiveness rule

Applies to: Undergraduate, Graduate

Undergraduate students may petition the authorized representative of the dean or director of their enrollment unit to repeat a course and, after completing the course the second time, have the original course credit and grade excluded from the calculation of the student's cumulative point-hour ratio, but remain on the student's official permanent record. This action will be subject to the following conditions:

- (A) This rule may be applied for a maximum of three courses.
- (B) Grade forgiveness used for a course during Exceptional Circumstances as defined in 3335-8-21 (L) will not count toward the three-course limit.
- (C) The graduate school and graduate professional colleges may formulate appropriate modifications of paragraph (A) of this rule, subject to the approval of the council on academic affairs, and publish the rule in their bulletins.

Ohio State University

<https://trustees.osu.edu/bylaws-and-rules/3335-8>

3335-8-28 Repetition of courses

Applies to: Undergraduate, Graduate

- (A) Except as specified by rule 3335-8-27 of the Administrative Code, undergraduate students who have received a mark of "E," "EN," or "NP" in a course at this university may repeat the course for credit at their option.
- (B) Undergraduate or professional students, as defined in rule 3335-9-01 of the Administrative Code, who have received a mark of "A," "A-," "B+," "B," "B-," "C+," "C," "C-," "D+," "D," "EM," "K," or "PA" in a course at this university may repeat the course for credit only upon the recommendation of the authorized representative of the dean or director of their enrollment unit.
- (C) A graduate student, as defined in rule 3335-9-01 of the Administrative Code, may repeat for credit any course when approval is given by the student's adviser.
- (D) A student who has audited a course may subsequently repeat the course for credit only upon receiving permission of the authorized representative of the dean or director of the student's enrollment unit.
- (E) The credit hours for a repeated course shall in no case be counted more than once in meeting graduation requirements. When a student repeats a course, both grades appear on the student's record and both are used in computing the point-hour ratio, except as modified by rule 3335-8-27.1 of the Administrative Code.

Ohio State University

<https://trustees.osu.edu/bylaws-and-rules/3335-8>

"PE" - Emergency Pass

Applies to: Undergraduate, Graduate

1. In the event that Exceptional Circumstances is declared all courses for that semester normally graded A-E shall be recorded as follows:
 - a. undergraduates graded D+ or D shall be recorded by the registrar as PE.
 - b. graduate students graded C+, C, C-, D+, or D shall be recorded as PE.
 - c. a grade of E shall be recorded as NP, and the EN mark shall be recorded as "NEN."
2. "Exceptional Circumstances" is defined as widespread circumstances outside the control of students and instructors that may adversely affect academic performance.
3. Exceptional Circumstances are declared by the senate, or by the provost following a recommendation from the council on enrollment and student progress, and confirmation by the senate steering committee.
4. Hours graded "PE" count toward the minimal number of hours required for a degree but are not computed in the point-hour average of the student.
5. The PE grade shall revert to the letter grade reported by the instructor upon student petition to the registrar. Petitions shall be made before the end of the second succeeding semester or summer term, but prior to graduation. Such a reversion is irrevocable.
6. Policies requiring certain grades for progression in a sequence, admission to a program, or academic standing would be unaffected by this system. Accommodations to allow use of PE grades these cases remain at the discretion of the individual program or college.

7. In any semester in which Exceptional Circumstances have been declared by senate or provost, the deadline for a student to withdraw from a course without petition as defined in 3335-8-32 (E) shall be extended by three weeks in fifteen-week semesters and a proportional amount in shorter sessions.
8. Grade forgiveness used for a course taken during a semester in which Exceptional Circumstances have been declared by senate or provost will not count toward the three-course limit defined in 3335-8-27.1 (C).

Pennsylvania State University

<https://undergrad.psu.edu/aappm/H-2-undergraduate-grade-forgiveness.html>

H-2 Undergraduate Forgiveness

Applies to: Undergraduate

In semesters that the University Faculty Senate implements policy 47-90 Supplemental Satisfactory Grade/Passing Grade/No Grade Grading System – Baccalaureate and Associate Degree Candidates, see G-11 for guidance on how H-2 will be implemented.

Academic recovery and success supported by early intervention and coordinated efforts that allow students to actively improve their academic standing is the driving force behind this policy.

It is part of a broader effort by Faculty Senate to align a larger set of policies aimed at academic recovery. Overall, it is part of a set of procedures intended to help reduce the number of students in academic difficulty and to promote learning along with academic success. Enabling undergraduate students to adjust their grade-point average after repeating a course in which they earned less than a C grade facilitates learning and mastery of academic content while also allowing them to reduce recovery points with the overarching goal of successfully completing their Penn State degree.

Grade forgiveness can only be requested after the student has repeated the course and earned a higher grade. The original grade remains on the transcript, but grade point averages are calculated without the forgiven grade. Grade forgiveness does not automatically alter prior academic decisions. Students should recognize that subsequent graduate or professional programs may opt to calculate a Grade Point Average based on all grades on an official transcript.

Upon implementation, this procedure is available to all current degree-seeking undergraduate students, including for courses completed prior to implementation or as a non-degree student. Once a student has earned their degree and graduated with their baccalaureate degree, they cannot request grade forgiveness.

Definitions

- Grade Forgiveness: A process to retro-actively omit a grade from the grade-point average calculation. Previous academic statuses (e.g., Academic Warning and Dean's list) are not altered as a result of this process. All grades remain on the student's academic record.
- Attempted (as displayed on the unofficial advising transcript): All credits that a student has enrolled on their official University record following the regular drop/add deadline of a given semester.
- Earned Credits: Total credits earned equal the accumulation of all Penn State credits successfully completed by letter grades A, A-, B+, B, B-, C+, C, D, or symbols SA, PA, FL and R; credits by examination as defined by Section 42-50; and credit granted by transfer from other colleges and universities as defined in Sections 42-80 and 42-90.
- GPA Units: Credits on a student's academic record that are formally used to calculate the cumulative Grade Point Average (i.e., courses in which a student has received a letter grade (A-F) in a class taken at Penn State).
- Grade Points: Numerical value of letter grades (A-F) used to calculate a Grade Point Average.

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Procedure

The following criteria govern requests for Grade Forgiveness:

- Students have a maximum of 12 credits for which grades can be forgiven.
 - Students in an associate degree program have 6 credits for which grades can be forgiven (and another 6 credits if they continue into a baccalaureate degree program).
- Only grades of D or F can be forgiven.
- Students who have graduated are not eligible for Grade Forgiveness.
- Students considering Grade Forgiveness should meet with their academic adviser before repeating the course to discuss potential implications.
- After a course has been repeated (according to procedures outlined in the AAPP under C-7) and a grade has been posted to the student's academic record, they may submit a request to their College of Enrollment for the prior grade to be removed from the computation of both their semester and cumulative grade-point averages.
- A single course can only be used to forgive the grade in a previous single attempt of that course (i.e., an improved grade only forgives one other grade on a student's record—not all previous attempts).
- Students are required to work with their academic adviser (or other authorized individual) to complete a Grade Forgiveness Request form.
- Students receiving financial aid are strongly encouraged to consult with their campus representative from the Office of Student Aid about potential implications.
- International students on sponsorship are required to first meet with the Sponsored Relations Office in Global Programs.
- College review/approval of the request is only to ensure that the student still has enough forgiveness credits left; that they have consulted with their academic adviser and that they acknowledge that there may be potential Student Aid implications; and to verify that the courses are equivalent.
- Equivalent courses are considered courses that share the same Subject and Catalog Number. Courses that use the X9X numbering convention are excluded.
- Grade forgiveness cannot be applied to courses in which the student has received an academic sanction because of an academic integrity violation.
- Transfer courses cannot be used to forgive grades earned in Penn State courses.
- Course suffixes are not a restriction to Grade Forgiveness (e.g., Math 140B can be used to forgive a grade earned in Math 140).

When a grade is omitted through this policy:

- The adjusted GPA calculation cannot be reversed
- The credits remain under attempted (all instances of a given course appear in attempted)
- All attempted instances of a course and grade remain visible on the transcript
- A course for which a grade is being forgiven will not be included in the GPA Units and Earned credit totals (in effect, this will impact the GPA in the same way as a retroactive late-drop), and, accordingly, will not count in ETM credit windows.
- A notation will be added to the transcript indicating the courses for which a grade has been omitted from the GPA calculation.
- It does not automatically alter prior academic decisions (such as Entrance to Major and scholarship program eligibility), but colleges and programs can establish their own process and criteria for students to request a review of their eligibility after grade forgiveness.
- It does not prevent subsequent graduate or other professional programs from calculating a Grade Point Average based on all grades posted to an official transcript.

Grade forgiveness will not change the Academic Standing of a previous semester. A petition for an immediate stay of academic suspension would be the appropriate way to manage this type of situation.

Pennsylvania State University

<https://undergrad.psu.edu/aappm/C-7-course-repeats-2020.html>

Course Repeats

Applies to: Undergraduate

Students may have the opportunity to repeat a course, but they are limited to a maximum of two attempts for any given course. Attempts are defined as earning a grade in a course or late-dropping the course. If a student withdraws from the university for the semester, courses from that semester do not count as attempted courses as defined in this procedure.

A student may repeat a course only if they earned a grade below a "C".

However, in extenuating circumstances, students may request an additional attempt or repeat a course in which they earned a grade of "C" or better.

Additional Attempt:

To determine whether a third attempt will be granted:

1. Prior to the first day that a student may register for the next semester or as soon as a student is aware of the need for a third attempt, a student who wants to attempt a course for the third time must consult with an academic adviser in the student's unit of enrollment to determine whether or not one additional attempt at the course is in the best interest of the student. The student must identify the reasons why the two previous attempts have been unsuccessful and reflect on how these past challenges will be addressed in a third attempt. The student may provide documentation that supports a third attempt.
2. If, after consulting with the academic adviser, the student wishes to request a third attempt, the student must submit a Special Course Repeat Request form to the academic adviser. The form must be submitted at least 10 university business days prior to the first day of classes of the semester for which the student wants to enroll. Exceptions after this deadline are at the discretion of the student's unit of enrollment.
3. The academic adviser is responsible for ensuring that the request is submitted to the associate dean in the student's unit of enrollment. In addition, the adviser should indicate on the form whether or not there is academic support for a third attempt.
4. The associate dean will review the student's request and adviser's comments to determine whether another attempt of the course will be approved. If approved, the associate dean forwards the Special Course Repeat Request form to the campus Registrar who will enroll the student. The Registrar will enroll students for a third attempt only after all other students who are degree candidates have had a chance to enroll (i.e., after the first day of registration for degree-seeking students who have completed 0.0 credits).
5. If the request is approved but the campus Registrar determines that there is not sufficient enrollment capacity in the semester requested, the campus Registrar will place the student on the waitlist for the course, if available, and notify the student. The student should be informed that enrollment in future semesters will require submission of a new Special Course Repeat Request form, will depend on enrollment capacity in future semesters, and that the decision to continue with an additional attempt may result in slower progress towards the completion of the degree. The student should be encouraged to meet with an academic adviser to discuss alternate academic plans.
6. If there is not approval for a third attempt, the request to repeat the course will be denied. The associate dean or designee must provide written notification to the student in a timely manner of the decision to deny

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the request. The student should also be encouraged to meet with an academic adviser to discuss alternate academic plans. Allowing attempts beyond a third time can be considered when no other viable academic pathway exists for the student and the needed course is the sole obstacle to completing a degree program.

Repeating a Course with a grade of "C" or better:

Students seeking to repeat a course in which they have earned a grade of "C" or better must consult with an academic adviser in their unit of enrollment to determine whether repeating the course is advisable.

1. If, after consulting with the academic adviser, the student wishes to request permission to repeat the course, the student must submit a Special Course Repeat Request form to the academic adviser. The form must be submitted at least 10 business days prior to the first day of classes of the semester for which the student wants to enroll. Exceptions after this deadline are at the discretion of the student's unit of enrollment.
2. The academic adviser is responsible for ensuring that the request is submitted to the associate dean in the student's unit of enrollment. In addition, the adviser should indicate on the form whether or not there is academic support for a repeat of the course.
3. The associate dean will review the student's request and adviser's comments to determine whether the request will be approved. If approved, the associate dean forwards the Special Course Repeat Request form to the campus Registrar who will enroll the student. The Registrar will enroll students for a special course repeat only after all other students who are degree candidates have had a chance to enroll (i.e., after the first day of registration for degree-seeking students who have completed 0.0 credits).
4. If the request is approved but the campus Registrar determines that there is not sufficient enrollment capacity in the semester requested, the campus Registrar will place the student on the waitlist for the course, if available, and notify the student. The student should be informed that enrollment in future semesters will require submission of a new Special Course Repeat Request form and will depend on enrollment capacity in future semesters.
5. If there is not approval for the special request to repeat the course, the request will be denied. The associate dean or designee must provide written notification to the student in a timely manner. The student should also be encouraged to meet with an academic adviser to discuss alternate academic plans.
6. Even if a higher grade is earned in the repeated course, Grade Forgiveness cannot be applied (See AAPPM H-2).

Pennsylvania State University

Applies to: Graduate

NO POLICY LOCATED

Texas A&M University

<https://student-rules.tamu.edu/rule10/>

10.20, .21, and .22

Applies to: Undergraduate

10.20 Any undergraduate student who wishes to repeat a course must do so before he or she completes a more advanced course in the same subject. What constitutes a more advanced course will be determined by the head of the department offering the course.

10.21 When a course is repeated by an undergraduate student in an attempt to earn a grade higher than C, D, F, or U, only the highest grade will be used for the degree audit. However, the grades for all courses taken in residence at Texas A&M University will remain on the student's permanent record. A student's cumulative GPA will include all graded courses except courses excluded under the First Year Grade Exclusion Policy. The ability to exercise First Year Grade Exclusion was eliminated on August 23, 2013. An undergraduate student may attempt a course no more than three times, including courses graded Q or W but excluding these graded NG, unless approval has been received from both the student's Dean or designee and the department offering the course.

10.22 A student repeating a course completed at Texas A&M University in which a grade of B or better has been earned will not receive grade points for the repeated course, unless the catalog states the course may be repeated for credit.

Texas A&M University

Applies to: Graduate
NO POLICY LOCATED

University of Texas at Austin

<https://catalog.utexas.edu/general-information/academic-policies-and-procedures/evaluation/#repetitionofacoursetext>

Repetition of a Course

Applies to: Undergraduate

If a student repeats a course and has two or more grades, all grades and all semester hours are used to calculate the University grade point average and to determine the student's scholastic eligibility to remain in school. The official grade in a course is the last one assigned.

Students enrolled in any of the following colleges and schools may not repeat for credit a course in which they have earned a grade of C- or better: the McCombs School of Business, the Moody College of Communication, the Cockrell School of Engineering, the College of Liberal Arts, the College of Natural Sciences, the School of Nursing, and the College of Pharmacy.

University of Texas – Austin

Applies to: Graduate
NO POLICY LOCATED

University of Washington-Seattle

https://registrar.washington.edu/registration/policies-procedures/?_ga=2.229441880.558380129.1643993081-799621994.1643133372

Repeat a Course

Applies to: Undergraduate

Undergraduate students may repeat a course once with the approval of the academic department offering the course. Courses considered to have been taken once include any with a numerical grade or those with grades of I, CR/NC, or S/NS. Withdrawn or dropped courses and courses with X or no grade reported will not count as the first taking of a course.

Grade & Credit: Both the original grade and the second grade are computed in the GPA but credit is counted only once.

Veterans receiving benefits must receive approval from the Office of Special Services before a course is repeated.

Registration: Students currently enrolled in a course and who register for the same course in the following quarter will have it counted as a repeated course.

Second Repeat: Taking a class for a third —or greater— time cannot be done via online registration. A second repeat requires the department to register the student for the course. Grades in the third or subsequent takings will not be included in the grade-point average (GPA).

Departmental Restrictions

Effective winter quarter 2005, departments may restrict undergraduates from repeat registration into courses and may include:

- allow registration only after Period I
- allow registration only after the quarter has begun, or
- requiring an Entry Code for a repeat registration

University of Washington – Seattle

<https://www.washington.edu/uaa/advising/academic-planning/terms-and-policies/#term6089>

Repeating Courses

A UW student is allowed to repeat a course once, with departmental permission. When you repeat a course, the course is recorded again on your transcript with the grade earned. The second grade doesn't replace the first grade, nor are the two grades averaged together. Both grades remain on your transcript, and both are calculated into your GPA. You don't earn credit for taking the course a second time unless the first grade was 0.0.

If you are allowed to repeat a course again (you need special permission to register for a course a third time), the grade earned is posted on your transcript but the grade isn't calculated into your GPA.

See the Registration Restrictions page to learn more.

University of Washington – Seattle

<https://www.washington.edu/uaa/advising/academic-planning/choosing-your-major-courses/registration-restrictions/>

Repeating a class

Aside from courses that are designed to be repeated (e.g., independent study, research) you may repeat a course only once, with departmental permission. This applies to all courses for which you have received any numerical grade (including 0.0), I, CR/NC, or S/NS.

Consequently, you may find yourself unable to register for a course you've taken before. In practice, the departmental permission mentioned above will be a registration period restriction (see below), an entry code restriction (see above), or no restriction at all.

In order to repeat a course again (i.e., take it a third time), you must contact the department adviser for permission.

University of Washington - Seattle

<https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-36-graduate-courses/>

Repeating Courses

Applies to: Graduate

Graduate students may repeat any course. Both the first and second grades will be included in the cumulative GPA. Subsequent grades will not be included in the GPA, but will appear on the permanent record. The number of credits earned in the course will apply toward degree requirements only once.

University of Wisconsin-Madison

<https://guide.wisc.edu/undergraduate/#enrollmentandrecordstext>

Failures

Applies to: Undergraduate

Every course grade of F counts as 0 grade points and remains permanently on the transcript. If the course is repeated, the original F will remain on the transcript and will be included in computing the GPA.

University of Wisconsin-Madison

<https://policy.wisc.edu/library/UW-1236>

Repeating Courses

Applies to: Graduate

Rationale/Purpose:

Typically, courses where content can change (such as special topics, seminars, independent studies, and research and thesis) can be repeated within the semester or on a semester basis. Sometimes program authorization is necessary for enrollment.

Policy

Repeated courses may earn course credit and satisfy the Graduate School's minimum graduate residence, degree, and coursework (50%) credit requirements.

Students are entitled to repeat any didactic course if they or their program feel it is necessary. Both grades will be used in calculating the student's graduate grade-point average; however, the course will count only once toward the Graduate School's minimum graduate residence, degree, and coursework (50%) credit requirements.

New Academic Program Workflow Form

General

Proposed Name: Entomology

Transaction Nbr: 00000000000176

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2023

Details

Department(s):

AGSC

DEPTMNT ID	DEPARTMENT NAME	HOST
1235	Entomology	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 26.0702, Entomology.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Minor in Entomology

Transcript: Y Minor in Entomology

Conditions for Admission/Declaration for this Major:

At the declaration of this minor, a minimum cumulative GPA of 2.0 is required.

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

The Minor in Entomology meets the UA strategic plan in addressing grand challenges of food security, climate change and vector borne diseases. The UA is the only land-grant university in the Arizona University System, and the only one with a department of Entomology. The Minor in Entomology is consistent with the College of Agriculture and Life Sciences strategic plan, in working with AZ tribes through research on insect vector borne disease, increasing food security through integrated pest management (IPM), development of future agricultural systems, and enhancing the Arizona economy.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

Comparison chart attached.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
01380349	Kathleen Walker	ENT OMO LOG Y	Assoc. Prof	Doctor of Philosophy	1.00
01868877	Luciano Matzkin	ENT OMO	Assoc. Prof	Doctor of Philosophy	1.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
		LOG Y			
01894229	Xianchun Li	ENT OMO LOG Y	Professor	Doctor of Philosophy	1.00
05905975	John Palumbo	ENT OMO LOG Y	Adj. Instor.	Doctor of Philosophy	1.00
06108436	Peter Ellsworth	ENT OMO LOG Y	Adj. Instor.	Doctor of Philosophy	1.00
09100336	Martha Hunter	ENT OMO LOG Y	Professor	Doctor of Philosophy	1.00
09109243	Bruce Tabashnik	ENT OMO LOG Y	Professor	Doctor of Philosophy	1.00
10406845	Yves Carriere	ENT OMO LOG Y	Professor	Doctor of Philosophy	1.00
11907415	Dawn Gouge	ENT OMO LOG Y	Adj. Lect.	Doctor of Philosophy	1.00
12504156	Goggy Davidowitz	ENT OMO LOG Y	Distinguished Prof	Doctor of Philosophy	1.00
12802236	Wendy Moore Brusca	ENT OMO LOG Y	Assoc. Prof	Doctor of Philosophy	1.00
15005900	Michael Riehle	ENT OMO LOG Y	Professor	Doctor of Philosophy	1.00
15107839	Alfred Fournier	ENT OMO LOG Y	Adj. Lect.	Doctor of Philosophy	1.00
22071849	Todd Schlenke	ENT OMO LOG	Assoc. Prof	Doctor of Philosophy	1.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
		Y			
22084820	Tristan Mcknight	ENT OMO LOG Y	Assit. Prof. Pract.	Doctor of Philosophy	1.00

Additional Faculty:

No additional faculty are needed for the initiation of this Minor.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
ENTOMOLOGY	0	0	1.00

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
ENT OMO LOG Y	9	12	15	0	0	0	15.00	16.00	16.00

Library

Acquisitions Needed:

No library acquisitions will be needed during the next three years.

Physical Facilities & Equipment

Existing Physical Facilities:

All existing facilities are adequate for this minor.

Additional Facilities Required & Anticipated:

No additional facilities or equipment will be needed.

Other Support

Other Support Currently Available:

Entomology Business Manager will provide administrative assistance. The CALS office of Career and Academic Services will provide advisors to the undergraduate students taking the minor.

Other Support Needed over the Next Three Years:

No additional support will be needed over the next three years.

Comments During Approval Process

10/4/2022 12:23 PM

MELANIECMADDEN

Comments

Updated Faculty FTE and

10/4/2022 12:24 PM

MELANIECMADDEN

Comments

Projected Student & Faculty FTE tables to remove outside departments per Rachel Doty and Goggy Davdowitz 10-4-2022
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**New Academic Program – Minor ([Undergraduate](#) or [Graduate](#))
CURRICULAR INFORMATION**

I. MINOR DESCRIPTION:

Insects make up most multicellular life on earth. They cause harm by vectoring diseases, attacking crops, and damaging buildings. Insects also provide critical services such as pollination and are superb models for studying biological organization. They can even help us understand how the planet responds to climate change and how we can boost sustainability and reduce our carbon footprint. Students can tailor a Minor in Entomology to their own interests. The focus could include insect pest management, public health or medical entomology, and outreach, as well as insect genomics, conservation, education, systematics, behavior, ecology, physiology, and evolution. The minor is offered through the Department of Entomology, one of the highest ranked departments in this discipline in the U.S., with a wealth of expertise in both basic and applied fields.

II. JUSTIFICATION/NEED FOR THE MINOR:

This minor will provide students with advanced education and skills in insect-related fields to be competitive for graduate programs in disciplines such as Environmental Sciences, Public Health, Epidemiology, Ecology, and Entomology and for employment in agricultural and biotech industries. The target audience is undergraduates interested in a career associated with insects. This could be in Integrated Pest Management (IPM), agriculture, public health such as with insect borne diseases, biotech, systematics, or ecology. Students interested in these career paths will be more attractive to employers if they can demonstrate expertise and experience with insects. This minor can be an introductory pathway at UA to a graduate degree in Entomology and Insect Science (EIS-GIDP)

III. MINOR REQUIREMENTS: Complete the table below. All University of Arizona undergraduate minors require at least 18 units; graduate minors require at least 9 units. Note: information in this section must be consistent throughout the proposal documents and will be used to build the Academic Advisement Report (ADVIP) or Graduate Catalog Program Descriptions. Please include letters of support for any courses not offered by the proposing department (see Workflow Input form). Delete the EXAMPLE column before submitting/uploading.

Undergraduate Minor: (if this table does not apply, please delete).

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	6
List any special requirements to declare/admission to this minor (completion of specific	Minimum cumulative GPA of 2.0

<p>coursework, minimum GPA, interview, application, etc.)</p>	
<p>Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p>Required: 1) Insect Biology (ENTO 415R) AND 2) students must acquire three credits from at least one of the following options: Directed Research (ENTO 392, 492) Independent Study (ENTO 299, 299H, 399,499, 499H) Honors Thesis (ENTO 498H) Senior Capstone (ENTO 498) Internship (ENTO 393, 493) Preceptorship (ENTO 391, 391H, 491, 491H) Insect Discovery (ENTO 407) Electives: 12 additional units from list of approved courses below. Letters of support / emails for course not owned by Entomology are provided at the end of the certificate proposal <u>Electives:</u> Complete 12 units from the following. ENTO 160D1, 3, How Insects Shaped Human History ENTO 170C2, 3, How Insects Conquered Earth ENTO 300, 3, Insect Pest Management for Desert Cropping ENTO 401, 3, Ecological Physiology ENTO 407, 3, Insect Discovery ENTO 417, 4, Insect Systematics ENTO 432, 3, Comparative Immunology ENTO 436, 3, Agro Ecology ENTO 457, 3, Medical-Veterinary Entomology ENTO 468, 3, Integrated Pest Management ENTO 403R, 3, Biology Animal Parasites ENTO 497C, 3, Greenhouse Pest Management ENTO 405, 4, Aquatic Entomology</p>
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>Three units of research or education experience. To fulfill this requirement students must acquire three credits from at least one of the following options: Directed Research (ENTO 392, 492) Independent Study (ENTO 299, 299H, 399,499, 499H) Honors Thesis (ENTO 498H) Senior Capstone (ENTO 498) Internship (ENTO 393, 493) Preceptorship (ENTO 391, 391H, 491, 491H) Insect Discovery (ENTO 407)</p>

Additional requirements (provide description)	None
Any double-dipping restrictions (Yes/No)? If yes, provide description.	Insect Discovery (ENTO 407) can be used either for the research/education experience requirement or as an elective course, but not both.

IV. NEW COURSES NEEDED: If new courses are required for the proposed program, [UA Course Add forms](#) must be submitted before/simultaneously with this proposal. List all course additions in progress in the table below. Add rows as needed.

No new courses are needed for the proposed minor

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

II. Learning Outcomes - Complete this table as a summary of the learning outcomes from your assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please see the resources at the [Office of Instruction and Assessment](#) or contact them [here](#).

Learning Outcome #1: Students will be able to differentiate the distinct roles insects play in human health, society and culture.
Concepts: Insects' role in nature and society
Competencies: Students will demonstrate critical analysis skills for roles insects play in nature and society.
Assessment Methods: For courses this outcome will be assessed in homework, exams, quizzes, assignments, papers or other student projects. For the Minor this outcome will be assessed directly in an assignment in Insect Biology (ENTO 415R) and indirectly through student survey at the end of the program.
Measures: For courses, instructor grading of homework, quizzes, assignments, exams, papers or other student projects. For the Minor student survey and assignments.
Learning Outcome #2: Students will be able to contrast and compare the diversity, life stages and ecology of major groups of insects.
Concepts: Insect diversity, insect life stages, insect ecology
Competencies: Students will be able to compare and contrast major groups of insects in terms of diversity, life stages, and ecology.
Assessment Methods: For courses this outcome will be assessed in homework, exams, quizzes, assignments, papers or other student projects. For the Minor this outcome will be assessed directly in an assignment in Insect Biology (ENTO 415R) and indirectly through student survey at the end of the program.
Measures: For courses, instructor grading of homework, quizzes, assignments, exams, papers or other student projects. For the Minor student survey and assignments.
Learning Outcome #3: Students will be able to extrapolate from insect model systems to ecosystems, agriculture and human health.
Concepts: insect model systems, ecosystems, agricultural systems, human health

Competencies: Students will be able to critically apply concepts from insect models to other fields.
Assessment Methods: For courses this outcome will be assessed in homework, exams, quizzes, assignments, papers or other student projects. For the Minor this outcome will be assessed directly in an assignment in Insect Biology (ENTO 415R) and indirectly through student survey at the end of the program.
Measures: For courses, instructor grading of homework, quizzes, assignments, exams, papers or other student projects. For the Minor student survey and assignments.

Individual course assessments

Course	Course title	Lecturer	Outcome 1	Outcome 2	Outcome 3
			Students will be able to differentiate the distinct roles of insects in human health, society and culture	Students will be able to contrast and compare the diversity, life stages and ecology of major groups of insects	Students will be able to extrapolate from insect model systems to ecosystems, agriculture and human health
ENTO 160D1	How Insects Shaped Human History	McKnight Schlenke	Exam, quiz, class discussion, paper, video presentation	Exam, quiz, class discussion	Exam, quiz, class discussion, assignment
ENTO 170C2	How Insects Conquered Earth	Matzkin Hunter McKnight	group quizzes, exam, written reports	group quizzes, natural history project, video project, exam, written report	
ENTO 415R	Insect Biology	Walker, Moore	in-class and homework essays, quizzes, exams, mini-labs with written or oral reports	insect collection, quizzes, mini-labs	in-class and Homework essays, quizzes, exams, Mini-labs
ENTO 300	Insect Pest Management for Desert Cropping	Palumbo		exams, quizzes, assignments	exams, quizzes, assignments
ENTO 401	Ecological Physiology	Davidowitz		review paper, discussion summaries, exams, assignments, quizzes	review paper, discussion summaries, exams, assignments, quizzes
ENTO 407	Insect Discovery	Walker	teaching observations, quizzes, final outreach design project	teaching observations, quizzes, research paper	

ENTO417	Insect Systematics	Moore	in-class and homework essays, quizzes, exams, mini- labs with written or oral reports	insect collection, quizzes, labs	
ENTO 432	Comparative Immunology	Schlenke			primary literature summaries, presentations, exams
ENTO 436	Agro Ecology	Carriere, Walker	review paper, class discussion summaries, exams, assignments, quizzes		review paper, class discussion summaries, exams, assignments, quizzes
ENTO 457	Medical-Veterinary Entomology	Riehle	exams, discussions, critical reading assignments		exams, discussions, critical reading assignments
ENTO 403R	Biology Animal Parasites	Cooper	participation quizzes, discussion, reading quizzes, exams		participation quizzes, discussion, reading quizzes, exams
ENTO 497C	Greenhouse Pest Management	Hooks		lecture, readings, assignments, observation in greenhouse, exams	lecture, readings, assignments, observation in greenhouse, exams
ENTO 405	Aquatic Entomology	Bogan		aquatic insect collection, class discussions, group activities in class, class research project on aquatic insect dispersal, in-class quizzes, readings of primary research papers	class discussions, group activities in class, class research project on aquatic insect dispersal, in-class quizzes, readings of primary research papers
ENTO 468	Integrated Pest Management	Li	exams, quizzes, assignments		exams, quizzes, assignments
ENTO 392	Directed Research	All	individual project	individual project	individual project
ENTO 492	Directed Research	All	individual project	individual project	individual project

ENTO 499	Independent Study	All	individual project	individual project	individual project
ENTO 499H	Honors Independent Study	All	individual project	individual project	individual project

Entomology Minor Curriculum Map

Courses and Activities Mapped to Entomology Certificate

	Outcome		
	Outcome 1 Students will be able to differentiate the distinct roles of insects in human health, society and culture.	Outcome 2 Students will be able to contrast and compare the diversity, life stages and ecology of major groups of insects.	Outcome 3 Students will be able to extrapolate from insect model systems to ecosystems, agriculture and human health.
Courses and Learning Activities			
ENTO 160D1 How Insects Shaped Human History	A	A	A
ENTO 170C2 How Insects Conquered Earth	A	A	
ENTO 415R Insect Biology	A	A	A
ENTO 300 Insect Pest Management for Desert Cropping		A	A
ENTO 401 Ecological Physiology		A	A
ENTO 407 Insect Discovery	A	A	
ENTO 417 Insect Systematics	A	A	
ENTO 432 Comparative Immunology			A
ENTO 436 Agro Ecology	A		A
ENTO 457 Medical-Veterinary Entomology	A		A
ENTO 403R Biology Animal Parasites	A		A
ENTO 497C Greenhouse Pest Management		A	A
ENTO 405 Aquatic Entomology		A	A
ENTO 468 Integrated Pest Management	A		A
Research ENTO 392/399/499/499H	A	A	A
Program Assessment Activities			
Insect Biology Direct Measure	A	A	A
Survey Student Survey (Indirect)	A	A	A

Legend : I Introduced P Practiced A Assessed I/P Introduced/Practiced

Last Modified: 04/29/2022 01:18:55 PM



III. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title):
Goggy Davidowitz, Professor and University Distinguished Scholar

Program Director/Main Proposer signature:
Date: 22 March 2022



Department Head (print name and title):
Bruce Tabashnik, Professor

Department Head's signature:
Date: 3-22-22



Associate/Assistant Dean (print name): Michael
Staten

Associate/Assistant Dean's signature:
Date:

 5/2/22

Dean (print name): Shane Burgess

Dean's signature:
Date:

For use by Curricular Affairs:

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	

Undergraduate:

Committee	Approval date
APS	
Undergraduate Council	
Undergraduate College Academic Administrators Council	
Faculty Senate	



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Entomology

Budget Contact Person:	Projected		
	1st Year 2023 - 2024	2nd Year 2024- 2025	3rd Year 2025- 2026
METRICS			
Net increase in annual college enrollment UG	6	10	15
Net increase in college SCH UG	108	180	270
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
<u>Continuing Sources</u>			
UG AIB Revenue	21,600	36,000	54,000
Grad AIB Revenue	-		
Program Fee Revenue (net of revenue sharing)	-		
F and A AIB Revenues	-		
Reallocation from existing College funds (attach description)	-		
Other Items (attach description)	-		
Total Continuing	\$ 21,600	\$ 36,000	\$ 54,000
<u>One-time Sources</u>			
College fund balances	-		
Institutional Strategic Investment	-		
Gift Funding	-		
Other Items (attach description)	-		
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 21,600	\$ 36,000	\$ 54,000
EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty			
Other Personnel	151	156	161
Employee Related Expense	47	48	50
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 198	\$ 204	\$ 210
<u>One-time Expenditures</u>			
Construction or Renovation	-	-	-
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 198	\$ 204	\$ 210
Net Projected Fiscal Effect	\$ 21,402	\$ 35,796	\$ 53,790



New Academic Program PEER COMPARISON

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Program name, degree, and institution	Minor in Entomology	Michigan State University, Minor in Entomology	Purdue University, Minor in Entomology
Current number of students enrolled		14	15
Program Description	<p>Insects make up most multicellular life on earth. They cause harm by vectoring diseases, attacking crops, and damaging buildings. Insects also provide critical services such as pollination and are superb models for studying biological organization. They can even help us understand how the planet responds to climate change and how we can boost sustainability and reduce our carbon footprint. Students can tailor a Minor in Entomology to their own interests. The focus could include insect pest management, public health or medical entomology, and outreach, as well as insect genomics, conservation, education, systematics, behavior, ecology, physiology, and</p>	<p>Students from any major at MSU are welcome to add a minor in Entomology. It is designed to serve students in other fields who want additional training in insect sciences. This minor provides an introduction to a range of entomological knowledge, including insect identification, ecology and management.</p>	<p>Taken from Insect Biology Major: The insect biology (formerly entomology) major is a general curriculum in insect science that will prepare you for a professional career in many areas. You will take courses focusing on insect structure and function, behavior, ecology, and diversity and identification, as well as obtain a strong background in math, science, and the humanities.</p>

	evolution. The minor is offered through the Department of Entomology, one of the highest ranked departments in this discipline in the U.S., with a wealth of expertise in both basic and applied fields.		
Target Careers	Insect pest management, public health or medical entomology, as well as insect genomics conservation, education, systematics, behavior, ecology, physiology, and evolution.	Conservation leaders, Government advisors in bio-security, food security, Museum curators and educators, Invasive species inspectors, Pest control managers.	Research, Public health, Medical entomology, Teaching, Environmental avenues
Minimum # of units required	18	15	15
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	Minimum cumulative GPA of 2.0	Fundamentals in Entomology (ENT 404)	General Entomology (ENTM 20600) General Entomology Laboratory (ENTM 20700)
Internship, practicum, or applied/experiential requirements? If yes, describe.	Required: Students must acquire three credits from at least one of the following options: Directed Research (ENTO 392, 492) Independent Study (ENTO 299, 299H, 399,499, 499H) Honors Thesis (ENTO 498H) Senior Capstone (ENTO 498) Internship (ENTO 393, 493) Preceptorship (ENTO 391, 391H, 491, 491H) Insect Discovery (ENTO 407)	none	none

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The proposed Minor in Entomology aligns well with peer programs. All require a basic course in entomology and a group of electives. There is overlap among the peer groups, as well as difference, largely based on faculty expertise.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The peer programs are in entomology departments that also have a major in entomology. Their minors are targeted to non-entomology students that want more knowledge in the field. The UA does not have a major in entomology, thus, our target audience are undergraduates that are interested in developing their knowledge in entomology, that do not have the option of a major. Our program requires 18 credits, compared to 15 in peer programs. In addition, we require three units of hands on experience in research or education experience. The UA has the only entomology department in AZ. It has ranked consistently among the top five in the country by Academic Analytics and has been in the #1 or #2 spot numerous times over the past few years.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

The proposed minor is a good fit for the UA, which does not have a major in entomology. In 2020, at the request of Dean of CALS, we conducted market research to examine the feasibility of a major in entomology. The conclusion was that a major would not be financially feasible, given we would have to create a significant number of new faculty lines. This minor builds on existing faculty and does not require new faculty lines. Our proposed minor has additional requirements beyond that of peer institutions, such as more required units and required hands-on experience. Every year we are asked by students in the Insect Biology (ENTO 415R) course, as well as others, about a minor or major in entomology. This proposed minor will fill that student interest in further expanding their knowledge in entomology and insect science. The UA is the only university in AZ with a department of entomology. As such, only UA can provide the scope of expertise needed for a minor in entomology.

March 28, 2022

Professor Goggy Davidowitz
Department of Entomology
University of Arizona

Dear Professor Davidowitz,

In response to your request, I am hereby granting permission for you to include our course Biology of Animal Parasites (ACBS 403R), currently cross listed as ENTO 403R, as part of your proposed Entomology minor. This course is offered regularly on an annual basis, and there are seats available to accommodate Entomology minor students.

Best regards,



H. Dieter Steklis, Ph.D.
Interim Director, SACBS



THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES

Natural Resources & the Environment

Office of the Director
ENR-2 – Room N333
1064 Lowell Street
Tucson, AZ 85721
Telephone: (520) 626-5895
Fax (520) 621-8801
<http://snre.arizona.edu/>

Date: March 29, 2022

To: Prof. Goggy Davidowitz, Department of Entomology

From: Prof. Willem van Leeuwen, Interim Director, School of Natural Resources and the Environment (SNRE), College of Agriculture and Life Sciences

Subject: Permission to include Aquatic Entomology RNR/ENTO405 in the Entomology minor

The undersigned, Wim van Leeuwen, and the current instructor, Dr. Michael Bogan, support and give permission to include the Aquatic Entomology (ENTO 405) course in the Entomology minor program. SNRE has regular offerings of this course and has seats available to facilitate this minor in Entomology.

Interim Director SNRE
Prof. Dr. Ir. Willem J.D. van Leeuwen
leeuw@arizona.edu





THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES
COLLEGE OF ENGINEERING

Biosystems Engineering

Shantz, Room 403
1177 E 4th Street
PO Box 210038
Tucson, AZ 85721-0038

Tel: 520-621-3691
Fax: 520-621-3963

<http://be.arizona.edu>

March 29, 2022

Dr. Goggy Davidowitz
Professor and University Distinguished Scholar
Department of Entomology

Dear Dr. Davidowitz,

Thank you for your message concerning the development of a new College of Agriculture and Life Sciences minor in Entomology. As a home department for one of the courses included in the initial curriculum listing for the minor (BE/ENTO 479C), this letter serves to confirm our support for this new curriculum opportunity in the College. Further, the course involved in the minor is regularly offered as part of our existing curriculum and seats are available in this course.

Sincerely,

Kathryn L. Farrell-Poe
Head, Specialist, and Professor

From: Marchello, Elaine V - (evm) evm@arizona.edu
Subject: RE: Entomology Minor Map
Date: May 2, 2022 at 1:23 PM
To: Davidowitz, Goggy - (goggy) goggy@arizona.edu



Goggy,
I think this is good. Good luck getting it approved!

Elaine

Elaine Marchello, Ph.D.
Assistant Director, Assessment
University of Arizona
Office of Instruction and Assessment
Integrated Learning Center Bldg 70
Room 105A
Tucson, AZ 85721
(520) 621-1328

From: Davidowitz, Goggy - (goggy) <goggy@arizona.edu>
Sent: Friday, April 29, 2022 3:27 PM
To: Marchello, Elaine V - (evm) <evm@arizona.edu>
Cc: Davidowitz, Goggy - (goggy) <goggy@arizona.edu>
Subject: Re: Entomology Minor Map

Hi Elaine,
Attached is the whole application with revisions based on our meeting. Can you check to see if this is ok?
Many thanks
Goggy

Goggy Davidowitz
Professor and University Distinguished Scholar
Department of Entomology
University of Arizona
goggy@email.arizona.edu
voice: 520-626-8455
<http://goggy.faculty.arizona.edu>



THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES

Norton School of Human Ecology

650 N. Park Avenue
P.O. Box 210078
Tucson, AZ 85721-0078

Ofc: (520) 621-1075
Fax: (520) 621-9445

cals.arizona.edu/fcs

DATE: 9/8/22

TO: Greg Heileman, Vice Provost, Undergraduate Education

Liz Sandoval, Director, Curricular affairs

FROM: Laura Scaramella, Director, Norton School of Human Ecology

RE: Change the name of the Graduate Degree from Family and Consumer Sciences to Human Development and Family Science

The faculty of the Norton School of Human Ecology are requesting to change the name of the Family and Consumer Science M.S. and PhD to Human Development and Family Science. In a separate memo, we are seeking to drop the Retailing & Consumer Science and Family Studies and Human Development subplans. Thus, there is no longer a need for an overarching degree name. Instead we are requesting to change the name to match the course of study. The decision to change the degree name was unanimously supported through an anonymous faculty vote held on January 10, 2022. There would be no accompanying changes to any degree requirements.

Rationale.

Historically, the graduate degree name, Family and Consumer Science, has been problematic for graduates. The Family and Consumer Science graduate degree was established in 1988. This broad name provided a mechanism by which the school could offer various doctoral degrees under the same CIP code. Each degree also included a specific emphasis area. Only two emphasis areas were created, Retailing and Consumer Sciences and Family Studies. The Retailing and Consumer Science emphasis area was disestablished in AY21-22, the only emphasis area remaining is Family Studies.

The name change will facilitate a better alignment of professional identities of faculty members and students graduating from our doctoral program with the name of the program. Scholars who have graduated with a doctoral degree in Family and Consumer Science, Family Studies emphasis, myself included, have had to provide transcripts and training evidence to support their faculty appointments in academic departments in Psychology, Human Development and Family Science, and related fields. This name change more accurately reflects the academic and research training our students receive.

Request: Change graduate degree names to Human Development and Family Science

1. M.S. degree name: Change request. We are requesting to change master of science degree name from Family and Consumer Sciences (FCSCMS) to Human Development and Family Science (HDFSMS).
 - a. Effective date: Spring, 2023
 - b. Teach out plan: All incoming students will be admitted under the Human Development and Family Science program name. We will send a mass communication to all students who are currently enrolled in the Family and Consumer Science program name. Students will have the

option to continue with the current program name or to switch to the new program name.

- c. Changes to the existing course requirements: None.
 - d. Course prefix change: From FSHD to HDFS
2. PhD. degree name: Change request. We are requesting to change doctoral degree name from Family and Consumer Sciences (FCSCPHD) to Human Development and Family Science (HDFSPHD).
- a. Effective date: Spring, 2023
 - b. Teach out plan: All incoming students will be admitted under the Human Development and Family Science program name. We will send a mass communication to all students who are currently enrolled in the Family and Consumer Science program name. Students will have the option to continue with the current program name or to switch to the new program name.
 - c. Changes to the existing course requirements: None.
 - d. Course prefix change: From FSHD to HDFS
3. Graduate minors: Change request. We are requesting to change the name of the graduate minors from Family and Consumer Sciences (FCSCMING) to Human Development and Family Science (HDFSMING).
- a. Effective date: Spring, 2023
 - b. Teach out plan: All incoming students will be admitted under the Human Development and Family Science program name. We will send a mass communication to all students who are currently enrolled in the Family and Consumer Science program name. Students will have the option to continue with the current program name or to switch to the new program name.
 - c. Changes to the existing course requirements: None.
 - d. Course prefix change: From FSHD to HDFS



Subject: Special Edition: General Education Newsletter

Date: Wednesday, November 2, 2022 at 11:01:05 AM Mountain Standard Time

From: Office of General Education

To: Miller-Cochran, Susan - (millercochran)

[To view this email as a web page, go here.](#)



GENERAL EDUCATION NEWS

Vol. 8 Issue 3

Tucson, AZ

Nov. 2, 2022



Image by Roman Kraft, Unsplash

SPECIAL EDITION!

We are excited to announce a new window for submitting General Education course proposals. The submission window for General Education courses will open in **Spring 2023, likely early March** (date TBD).

We are announcing the call four months before the submission window opens to ensure proposers can:

- Participate in either the **Self-Paced Quick Start (any time) or Quick Start Live-Online (Spring 2023)**. Quick Start provides an introduction to the goals of the General Education program and

courses as well as support for successfully designing a course for review.

- Prepare proposal materials (updated General Education course proposal form and syllabus).
- If applicable, share the proposal with curriculum committees internal to their college and/or department for approval.

As a reminder, the submission window opening is NOT a due date, but instead a return to the regular Curricular Affairs' [calendar of deadlines](#) (see "Dates and Deadlines").

SUPPORT OPPORTUNITIES

Multiple support opportunities are available for instructors proposing courses:

- The Office of General Education has updated the [Self-Paced Quick Start](#) with the latest materials instructors need to propose a course.
- Throughout the month of November, we will be running [multiple workshops](#) to support instructors engaging with the Self-Paced Quick Start.
- We are pleased to announce that we will offer several cohorts of the [Quick Start Live-Online](#) during Spring 2023. Contact [Katie Southard](#) to register.
- The cohorts for Spring 2023 are:
 - Cohort 12: Jan 13-27;
 - Cohort 13: Feb 6-17;
 - Cohort 14: Mar 27- Apr 7

GUIDELINES

General Education courses and modifications to courses must be

proposed by a faculty member from any track or rank. Graduate students and Postdocs cannot propose a course, but they are welcome to participate in Quick Start as space is available.

Proposers can submit proposals for:

- Courses previously nominated under the expedited process but never submitted;
- Courses currently offered in the GE Tiers program that have not been revised / Major, Minor, or Elective courses for GE modification;
- A brand-new course that would carry GE credit.

The course proposal submission process will return to the standard UAccess Course Management system. Because all college and department approval routing occurs in the UAccess system, the Office of General Education no longer requires course nominations.

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Undergraduate Student Services, University of Arizona, Tucson, AZ 85721, USA

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Land Acknowledgment

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Written Communication Assessment Report – Tri-University Overview***Assessment Goals***

Overall Goal of Tri-University General Education Assessments:

- **Accountability:** to measure student achievement in the four areas identified by the Arizona Board of Regents (written communication, quantitative reasoning, critical thinking, and civic knowledge)
- **Improvement:** to understand what can be done on individual campuses to support and improve teaching and learning in the four areas

The Tri-University team has designed an improvement-focused assessment that also provides accountability to ABOR.

Guiding Questions

- How well are undergraduates at each institution meeting student learning outcomes for written communication?
- How well are undergraduate students supported in developing effective written communication?
- What opportunities do we see for supporting and enhancing student writing on our campuses?

Development Process

Representatives from the three universities were first convened by ABOR staff in March 2020 to develop the first of four ABOR-required assessments. The group decided to draw on the well-established AAC&U VALUE Rubric for Written Communication,¹ revising the language to make it relevant to the writing curricula at the three universities. The AAC&U VALUE rubric was designed by well-established experts in writing assessment, and it effectively operationalizes different dimensions of writing that are each important for effective written communication. The three universities also drew on the process used by AAC&U in their VALUE Institute to ensure validity and reliability in the scoring of the assessments on each campus.

Connecting the Written Communication Assessment to ABOR Policy 2-210

The Tri-University Written Communication assessment rubric is included in Appendix A. In the table below, we map the criteria on the rubric with the learning outcomes related to written communication in ABOR Policy 2-210.

During the 2020-2021 academic year, the Tri-University Written Communication Assessment team, consisting of representatives from assessment, General Education, and writing studies/English from all three universities, defined methods that would be employed by all three universities. Essentially, the three universities would conduct their assessments of student writing independently but would share a subset of student writing samples from each university to the other two for scoring. Exchange of artifacts was incorporated to increase reliability in the scoring of the writing artifacts. Each

¹ <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-written-communication>

university also agreed to determine a way to train assessors scoring the artifacts to increase reliability in the assessment.

Mapping ABOR General Education Policy 2-210 with the
Tri-University Written Communication Rubric

ABOR Written Communication Learning Outcomes	Tri-University Written Communication Rubric
<p>Students will engage in civil discourse through writing.</p> <p>Students will be able to understand and use rhetorical skills.</p> <p>Students will demonstrate intellectual skills and habits of mind that define an educated person.</p>	<p>Context of and purpose for writing. The writer clearly and consistently defines a purpose that addresses a target audience and responds to a precise writing situation. The purpose, audience, and writing situation are carefully articulated through effective alignment of elements such as structure, language, and use of information.</p>
<p>Students will be able to communicate effectively through writing.</p> <p>Students will be able to understand and use rhetorical skills.</p> <p>Students will be able to demonstrate critical, innovative and creative thinking.</p>	<p>Content Development. Using narrative, description, analysis, critique, and/or synthesis, the writer formulates a knowledgeable and nuanced perspective about the selected topic. The writer integrates credible, sufficient, timely, and relevant evidence or sources that offer substantive support of the purpose.</p>
<p>Students will be able to communicate effectively through writing.</p> <p>Students will be able to understand and use rhetorical skills.</p>	<p>Conventions of Organization. The writer sustains purposeful attention to and applies genre or disciplinary features of organization in cohesive support of the writer's purpose.</p>
<p>Students will be able to communicate effectively through writing.</p>	<p>Conventions of Syntax and Mechanics. The writer sustains precise attention to grammar, mechanics, and syntax in a manner consistent with the purpose, audience, and writing situation and that enhances the clarity of the writer's message.</p>

Both the rubric and general assessment plans were approved by the Regents. In the institutional reports included here, each university describes its methods of sampling and scoring student writing as well as implications of the results.

Learning Opportunities

The process of working as a team across the three universities to design the first of the four assessments has been a challenging and rewarding experience. The rewards have included the opportunity to share data, research, goals/objectives, and knowledge across campuses to make Arizona's public universities stronger. We do not know of any other states that have collaborated on undergraduate assessment in this way.

Representatives from other states have reached out to us to ask about our process, assessment instruments, and outcomes. We learned that Arizona is positioned to be a

leader in General Education assessment because of the unique and powerful nature of our collaboration.

The challenges of the process present important learning opportunities that will positively impact the development and rollout of the remaining three assessments (and the subsequent revisiting of the Written Communication assessment in four years).

Some of the lessons learned include:

- The potentially problematic nature of comparing early-career and late-career writing samples from students. The level of complexity in the late-career samples and the more focused disciplinary nature of the writing create significant limitations in comparing the samples to make claims about growth over time. Instead, we found it more useful and valid to assess the late-career samples to determine how well students were able to achieve the identified learning outcomes.
- Some elements of the process for collecting and scoring samples may need to be adjusted on each campus to create a more reliable process.
- All late-career and many early-career samples were collected from students who completed coursework in the not-yet-revised General Education programs on the campuses. These data represent a baseline assessment result to understand where students are prior to the changes in General Education, and they can be a point of comparison for future assessments.

Institutional Reports

The General Education programs and curricula at the three universities are unique in their design and implementation. Following are individual reports from each institution.

Guided by feedback from our individual Institutional Review Boards for Human Subjects Research, this report is intended for program assessment only for each of the three institutions and may not be used as a published report to contribute to generalizable knowledge.

Appendix A: Tri-University Written Communication Assessment Rubric

Criteria	Accomplished [4]	Expanding [3]	Developing [2]	Emerging [1]
<p>Context of and Purpose for Writing</p>	<p>The writer clearly and consistently defines a purpose that addresses a target audience and responds to a precise writing situation. The purpose, audience, and writing situation are carefully articulated through effective alignment of elements such as structure, language, and use of information.</p>	<p>The writer clearly defines a purpose, audience, and writing situation. There is alignment between the writing situation and most elements such as structure, language, and use of information.</p>	<p>The writer communicates a purpose, audience, and a sense of the writing situation, but evidence of awareness of these contextual features is inconsistent. There is minimal alignment between elements such as structure, language, and use of information.</p>	<p>The writer references a vague purpose, audience, or writing situation and relies on patterns or models that are not appropriate to the writing situation. The context and purpose are inadvertently reduced to the self.</p>
<p>Content Development</p>	<p>Using narrative, description, analysis, critique, and/or synthesis, the writer formulates a knowledgeable perspective, integrating diverse points of view about the selected topic. The writer integrates credible, sufficient, timely, and relevant evidence or sources that offer substantive support of the purpose.</p>	<p>Using narrative, description, analysis, and/or critique, the writer demonstrates a nuanced perspective of the selected topic. The writer discusses credible, sufficient, and relevant evidence or sources in support of the purpose.</p>	<p>Using narrative, description, and/or analysis, the writer demonstrates a developing, although perhaps inconsistent, understanding of the selected topic. The writer incorporates relevant evidence or sources that connect to purpose.</p>	<p>The writer demonstrates minimal understanding of the selected topic. The writer references or is informed by evidence or sources related to the purpose of the writing situation.</p>
<p>Conventions of Organization</p>	<p>The writer sustains purposeful attention to and applies genre or disciplinary features of organization in cohesive support of the writer's purpose.</p>	<p>The writer demonstrates purposeful attention to features of organization consistent with genre or discipline in support of the writer's purpose.</p>	<p>The writer presents an organizational strategy that is inconsistent with the genre or disciplinary features of structure in support of the writer's purpose.</p>	<p>The writer illustrates an organizational strategy, but some features of organization detract from meaning and/or are not appropriate for the writing situation.</p>
<p>Conventions of Syntax and Mechanics</p>	<p>The writer sustains precise attention to grammar, mechanics, and syntax in a manner consistent with the purpose, audience, and writing situation and that enhances the clarity of the writer's message.</p>	<p>The writer develops grammar, mechanics, and syntax in a manner that clearly aligns with purpose, audience, and writing situation.</p>	<p>The writer uses grammar, mechanics, and syntax that convey purpose, audience, and context with a few instances where meaning is unclear.</p>	<p>The writer uses grammar, mechanics, and syntax with frequent instances that impede meaning and that sometimes do not align with purpose, audience, and context.</p>

ARIZONA STATE UNIVERSITY ABOR WRITING ASSESSMENT**INTRODUCTION**

The primary goal of this assessment exercise is to assess the competency of early career ASU students in written communication. A standardized rubric, based on the AAC&U Value rubric, was developed collaboratively with the University of Arizona and Northern Arizona University for this purpose. Subsequently, a secondary goal to use the same rubric to assess the competency of late career ASU students in written communication was established. This study was not designed to draw direct relationships between early and late career students. Instead, results are considered independently at each level.

METHODS

Faculty writing program directors from the three universities developed a common rubric for this project in collaboration with ABOR staff by adapting the AAC&U's Written Communication rubric. The modified Value Rubric has four dimensions, each of which is given equal weight. There are four levels for each dimension: Accomplished (4), Expanding (3), Developing (2) and Emerging (1).

Data collection commenced during the fall 2021 semester. Early career artifacts were collected from first-year composition courses in Tempe (348 artifacts collectively from English 101 and English 105) and online (119 artifacts from English 101). These artifacts were the last assignment students completed in the course.

For completion of a baccalaureate degree, ASU requires students to complete at least three upper division credits with the literacy designation. Courses are available through the various disciplines offered at ASU, and students are encouraged or required to complete a course in the field of their degree. Late career writing samples (412) were also collected from 11 distinct upper-division courses with the literacy designation from students who had completed at least 75 credit hours towards a degree.

Assessors used the standard rubric designed collaboratively by all three universities to assess course-embedded student artifacts. Training was required of all assessors to ensure inter-rater reliability and validity of the rubric. The training program consisted of (1) a training video explaining the project and the assessment software; and (2) individual or small group discussions to 'norm the rubric.' Assessors were considered normed when everyone was within one point on a four-point scale on each dimension of the assessment rubric. Although assessors used the same student writing samples for norming, separate norming sessions occurred for Tempe instructors, online writing faculty and upper division literacy course instructors.

RESULTS

Table 1 summarizes the assessment data for early and late career samples across all dimensions assessed. Assessment scores average a level of Expanding (3) or higher for all dimensions. These scores exceed our expectations for incoming students completing their first writing course.

Table 1: Assessment Data				
Sample	Context	Content	Organization	Syntax
Early Career Sample (N=437)	3.20	3.01	3.17	3.26
Late Career Sample (N=412)	3.13	3.06	3.00	2.95

In interpreting results, it is important to recall that student artifacts are drawn randomly from all students enrolled in the classes. On average, approximately 20% of the students withdraw from these courses, or earn a D or E. To graduate, these students must repeat the course. Table 2 provides the rubric levels for early career students in Tempe who earned a C or above. Of students who earned a C or better, nearly 99% of the students are classified as Level 2 or better; and 94% average Level 3 or better. We conclude that the proficiency level of students who pass their lower division general education course in composition is extremely high. Aside from the performance, this adds evidence that the rubric is calibrated quite well. Students who pass the course overwhelmingly are assessed at Level 3 or higher. If they do not pass the course, their scores on the rubric are also lower.

Table 2: Rubric Levels for Tempe Early Career Students Who Earn a C or Better		
Dimension	% Level 2 or Above	% Level 3 or Above
Context	98.9	96.5
Content	99.3	91.8
Organization	99.7	92.6
Syntax	100.0	96.1

As a result of study design, comparisons between the early and late career data sets cannot be made. There are two primary reasons. First, as a result of selecting course sections for assessment, the distributions of majors present in the early career and late career sample are different. Since upper division literacy courses are embedded in disciplines, student growth in writing may be discipline specific. Second, growth of the writing of individual students is not tracked. In fact, many students in the late career sample may not have completed first-year composition at ASU.

These results demonstrate ASU students are meeting outcomes for written communication well. Students can communicate effectively in writing at the level expected for undergraduate students across all dimensions assessed. Scores for

artifacts from both early career and late career ASU students are consistently high, indicating students are developing or expanding as writers as expected.

CONCLUSIONS

This project has revealed three distinct opportunities for programmatic changes to enhance students' writing skills.

- Better alignment between the rubric used to assess writing and programmatic outcomes will improve student learning. By design, this project created a single assessment to be used in diverse disciplinary contexts at three distinct universities. That results in less than ideal alignment with course outcomes, especially in the upper division literacy courses used for late career assessment. The rubric used in this project was not matched to the learning outcomes of these courses, and the scores, although excellent, likely reflect that disconnect. As this assessment exercise continues, there is an opportunity to align the expectations of those courses with the assessments. Transparently presenting learning outcomes and assessment expectations to students will create awareness for students of the skills and competencies they are developing.
- Incorporating students in the process more deliberately will provide additional benefits. Best practice in writing pedagogy and assessment engages students in learning to examine and evaluate their own work and provides multiple opportunities for feedback in different contexts. Transparent communication of learning outcomes that span across multiple contexts enables this learning.
- Our next steps in the assessment of student learning will be to develop communities of practice. This assessment exercise reveals new opportunities to enhance the existing culture of collaboration among ASU faculty and to catalyze creation of new communities of practice to support the teaching of writing across the entire curriculum and in all disciplines. There is an opportunity to create connections more deliberately between faculty teaching writing across different levels and disciplines. Strengthening such faculty communities of practice also supports professional development of faculty.

Finally, engaging in assessment collaboratively with University of Arizona and Northern Arizona University provided ASU an opportunity to evaluate university-level assessment practices critically with the goal of supporting and improving teaching and learning. We have evaluated our assessment infrastructure with an eye toward modifications necessary to support our new general education program. Articulating and communicating clear expectations for both faculty and students in that new framework will be essential for its success.

Northern Arizona University Written Communication Report**I. Method of Assessment**

The following evaluation of written communication at Northern Arizona University (NAU) is designed to meet the Arizona Board of Regents' (ABOR) expectations for general education assessment and NAU's Liberal Studies Learning Outcomes for Effective Writing. It follows the guidelines for written communication assessment developed by the Tri-University Assessment Group using the Tri University Written Communication Rubric.

NAU Essential Questions: To what extent have NAU undergraduate students achieved the Liberal Studies outcomes for written communication? How can the Liberal Studies program best serve our students in the development of written communication skills?

Construction of a sample

Artifacts were collected from students in early career from our Mountain Campus, where we offer the greatest number of in-person English 105 classes. Late career artifacts were collected from our Mountain Campus, as well as from our Online and Statewide sites. The artifact collection was expanded for late career due to the challenge of acquiring enough student work for the required sample size. The incoming artifact was an essay written early in ENG 105 prior to significant university-level writing instruction. The outgoing artifact was a significant piece of writing produced during their Senior Capstone course. Oversampling was used to obtain a representative random sample of incoming students and a stratified, representative random sample of outgoing students. From each of the oversamples, a sample of 350 incoming and 350 outgoing students' artifacts was assessed.

Recruitment and training of raters, and ratings

Seven faculty raters were recruited to rate the student artifacts during the spring 2022 term. Raters were calibrated using the Written Communication rubric. Student artifacts were assigned a random number from 1 to 700 and all identifying information was removed from each document to ensure student anonymity. A random selection of 35 incoming artifacts from ENG 105 and 35 artifacts from Senior Capstone courses across disciplines was shared with the other two universities for independent scoring. This was done to ensure validity of the rubric and inter-rater reliability.

II. Data Collection and Results

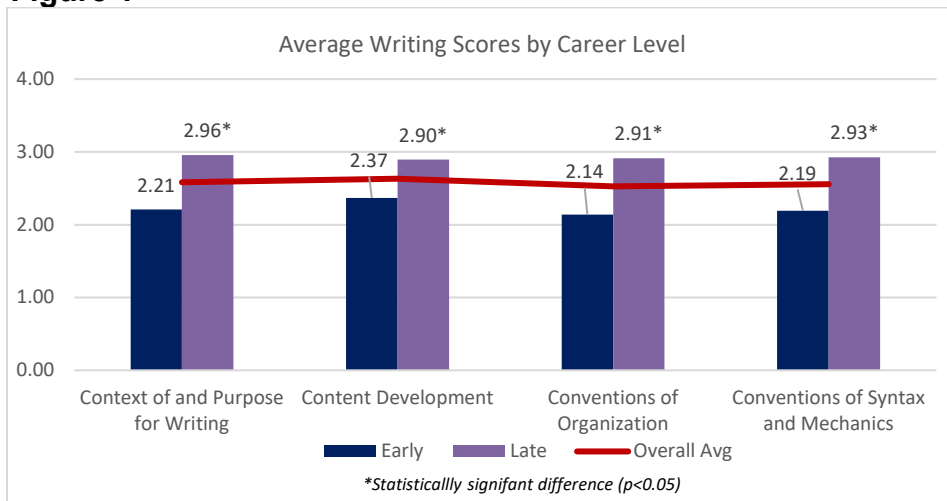
Once all artifacts were rated, scores were averaged on each of the rubric criteria. Table 1 and Figure 1 show the comparison between Early and Late career students.

Statistical testing revealed significant differences ($p < 0.05$) between early and late career students for all four rubric criteria (Context of and Purpose for Writing, Content Development, Conventions of Organization, Conventions of Syntax and Mechanics), with late career students scoring significantly higher than early career students.

Table 1

Rubric Criteria	Career Level		Criteria Average
	Early	Late	
Context of and Purpose for Writing	2.21	2.96	2.58
Content Development	2.37	2.90	2.63
Conventions of Organization	2.14	2.91	2.53
Conventions of Syntax and Mechanics	2.19	2.93	2.56
Group Average	2.23	2.92	2.58

Figure 1



III. Interpretation of data

A focus group was formed to assist in interpreting the quantitative findings. This group, comprised of faculty and program directors, was convened based on their involvement with writing courses at the university, involvement with the Tri-University project thus far, and/or their notable expertise in writing as a discipline.

Expectations of early and late career ratings according to the rubric.

Participants in the focus groups hypothesized that early career students would have some control of organizational structure, syntax and mechanics, yet they may need more support in developing the purpose of their writing. Late career students were expected to have a stronger foundation in content development. Early career student scores were generally where the group expected. The focus group noted that late career scores were lower than expected and discussed potential contributing factors, including challenges with alignment of the rubric to student work, and the impact of Covid 19 on teaching and learning.

NAU’s undergraduate experience has a positive impact on student writing abilities.

Higher scores overall in late career imply that students are receiving a college-level writing experience where they engage with instruction, practice, receive feedback, and incorporate it. Students received practice in English foundation courses such as 105 or

205, and again through a junior level writing course. There was a general agreement amongst focus group participants that 100 level writing courses and junior-level writing courses were contributing to students writing development. There was also agreement that the group could not address the impact of diverse student pathways such as course selection and major degree paths that also influence student writing competencies.

IV. Strengths and limitations

Given the nature of early and late career artifact selection, we were not able measure growth over time of the same population of students. However, using incoming and outgoing writing samples gives us the capacity to assess the capability of our first-year population compared to the skills of outgoing seniors. Furthermore, using the same rubric for both populations of students provides us with a common standard by which to measure growth. Furthermore, the availability of capstone artifacts was limited. Many courses required students to submit capstone projects as a group and/or in oral presentations, which could not be assessed using the Written Communication Rubric. For this reason, sample selection was expanded beyond our Mountain Campus. This introduced variation in instruction and learning that cannot be accounted for in the data.

V. Recommendations

The focus group was limited in scope. While there was an attempt to interpret the data to develop recommendations, a larger, more diverse focus group is needed to obtain reliable feedback. Given these circumstances, strong efforts were made to use the data to understand how well our students are meeting the learning outcomes for written communication and to identify opportunities to enhance our general education program to best meet student needs.

The following is a list of comprehensive recommendations applicable to strengthen any general education program, independent of the data:

- Increase faculty participation in professional development opportunities such as the certificate in Effective Writing Instruction through the Interdisciplinary Writing Program.
- Incorporate writing requirements at all course levels 100 – 400 within a discipline so that writing skill development is more scaffolded across the curriculum.
- Expand campus-wide communication about writing requirements for Liberal Studies and faculty resources for teaching writing.

VI. Learning Opportunities

According to feedback from our raters, applying the rubric, particularly to late career assignments, was difficult due to the wide range of majors in late career. In the future, more attention will be given to working with faculty to select assignments that have clear alignment with the rubric on all assessments. Given the limitation of the focus group, future assessment plans will engage with more robust representation that includes student voices.

Written Communication Assessment at the University of Arizona

Overview

The first assessment of Written Communication at the University of Arizona (UArizona) reflected the mission outlined by the ABOR Tri-University Committee on Assessment, and it followed an evidence-based model. The **assessment objective** was to understand students' achievement of learning outcomes for written communication as identified in the ABOR Tri-University Written Communication Assessment rubric. The UArizona assessment included 728 samples of student writing:

- 364 from students entering UArizona (early-career);
- 364 from juniors and seniors at UArizona (late-career).

Who Participated in Scoring Student Writing?

- In total, 50 instructors from multiple colleges and departments participated at different stages of the assessment.
- 22 instructors, consisting of 13 UArizona faculty and nine Graduate Assistant Teachers (GATs), were trained as evaluators.
 - Half of the evaluators were instructors in the Writing Program at UArizona
 - Half represented departments across the disciplines.

What Student Writing Samples Were Assessed?

- 364 early-career samples from the UArizona Foundations Writing placement system.
 - These samples were written by early-career students who were newly enrolled, matriculated with 25 or fewer units completed, spanning a wide range of colleges and programs.
 - The samples were reflective writing tasks written by first-year students as part of the Foundations Writing placement.
- 364 late-career student writing samples from a variety of disciplines in fall 2021.
 - Instructors in five different colleges and fourteen programs provided student writing samples from upper-division courses, representing late-career students who were in their junior or senior year and had completed 75 or more units.

What Did We Learn?

Guidelines for Interpretation of the Data

- For all 728 samples of writing, a score of 2 or greater indicated meeting or exceeding expectations (≥ 2).
- Early-career and late-career samples should not be directly compared; rather, these different sample groups represent snapshots of student writing at different stages of learning.
- Generally speaking, the WC1 rubric category "Context of & Purpose for Writing" becomes increasingly complex over the course of a student's career.
 - Whereas early-career students in this assessment were asked to reflect on their writing experiences to explain their placement request, late-career students are often expected to compose documents according to specific,

established guidelines within a field or profession. In writing studies, these professional types of writing are called “genres.”

- All evaluators completed online training in advance of scoring student artifacts. Then, evaluators scored artifacts across two weeks asynchronously through the digital assessment platform Watermark (May 16 - May 28, 2022). During this time, faculty participated in calibration training at three different synchronous sessions (May 16, May 18, and May 20). Our team carefully trained and calibrated evaluators, which resulted in strong inter-rater agreement and rater engagement.

Early-Career Samples

- As seen in Fig. 1, the majority of students are getting the highest or second highest mark at their grade level (3 or 4), with the averages of each rubric category exceeding “Meets Expectations” (≥ 2).
- Early-career artifacts show achievement in writing exceeding what is expected for students entering the university from secondary school settings (≥ 2).
- A majority of the artifacts demonstrated an awareness of the writing situation and purposeful attention to structure, language, and use of information.
- Early-career artifacts showed less proficiency developing a nuanced understanding from various sources of information.

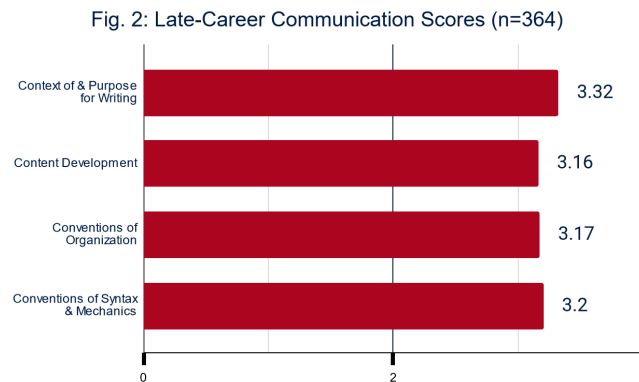
Fig. 1: Early-Career Communication Scores (n=364)



Late-Career Samples

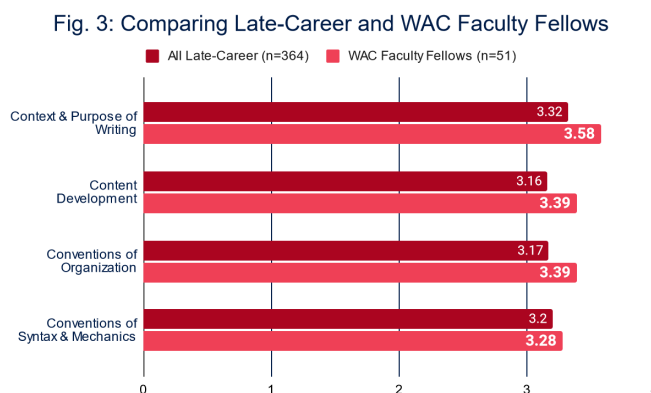
- As seen in Fig. 2 below, late-career artifacts demonstrate comparable student achievement in writing late in their undergraduate careers: these assignments are far more complex than the reflective writing done by early career students. The late career writing includes a range of genres, or types, of writing.
- As students are exposed to a variety of disciplinary genres throughout their college careers (Lindenman, 2015; Reiff & Bawarshi, 2011), the implications from our data illustrate that students are effectively communicating in writing in upper-division contexts.
- The score for WC1, Context and Purpose, illustrates faculty efforts in helping to support students’ rhetorical dexterity across genres and students’ ability to grapple with complex writing tasks.

- These are the essential first steps in mastering genre awareness (Tardy, 2009) and can support students’ ability to comprehend other aspects of writing, such as conventions of organization.
- Late career students are consistently writing above the passing mark, emerging from novice writers to advanced practitioners of writing. These numbers were consistent across gender, race, ethnicity, socioeconomic status, and other stratified data which did not yield significant differences.



Samples from Classes Taught by Writing Across the Curriculum (WAC) Faculty Fellows

- A small subset of late-career artifacts were collected from students enrolled in courses taught by instructors who participated in the 2021 Writing Across the Curriculum (WAC) Faculty Fellows training.
- The WAC training provided resources to instructors about the following: organizing writing assignments more effectively; scaffolding writing assignments; designing meaningful writing assignments; and embedding peer tutors to provide support to students in the class.
- As seen in Fig. 3 below, a subset of late-career artifacts collected from students enrolled in courses taught by instructors who participated in the 2021 Writing Across the Curriculum (WAC) Faculty Fellows training showed significantly stronger results ($p = .02$) in this assessment on two rubric dimensions (context and purpose of writing, conventions of organization).



Implications and Recommendations**● Connected Curriculum**

- More can be accomplished by training faculty and students to make explicit connections across Foundations Writing, General Education (GE) writing, and writing in the major.
- We recommend that undergraduate students complete two GE courses with a Writing Attribute, which provides the foundation for establishing sequenced writing courses in Foundations Writing, GE, and the majors, with the goal of connecting across these domains and building explicitly upon one another (Melzer, 2014; Wardle & Roozen, 2016).

● WAC Training

- Faculty across the curriculum deserve more training in how to teach writing in their courses.
- Results from a 2020 survey of 348 UArizona instructors showed that instructors are less prepared to define genre, purpose, and audience as elements of effective writing when teaching writing. However, instructors' survey responses showed that expectations for writing differ based on the discipline with some common patterns in Professional and Applied Sciences, Social Sciences, Humanities & Fine Arts, and Natural Sciences.
- The GE Writing Attribute policies offer a first step for doing so. However, there is little explicit support in other contexts, especially writing emphasis courses in the major.
- More resources are necessary to sustain ongoing faculty training, including initiatives like the WAC Faculty Fellows in which faculty receive stipends for extended training and professional development.

ABOR General Education Policy 2-210		
ABOR Skills/Competencies	ABOR Knowledge Areas	
Written* and Oral Communication	Literature	
Critical thinking*	Fine Arts	
Teamwork	Humanities	
Intercultural competencies	Social & Behavioral Sciences	
Application of ideas to real world situations	Civic Knowledge and American Institutions* (to include Economic Theory and U.S. History)	will include: 1. How the history of US continues to shape the present; 2. Basic principles of American constitutional democracy (applied under republican form of government); 3. US Constitution (debates and developments); 4. Essential founding documents and how they have shaped American Institutions and self-governance; 5. Landmark Supreme Court cases; 6. civic actions (civic dialog and disagreement); 7. Basic economic knowledge to assess public policy options
Time management	Natural Sciences,	
	Composition	
	Communication and Rhetoric	
	Mathematics & Quantitative Reasoning*	
* Areas marked with an asterisk are required ABOR assessment areas		

Faculty Senate Resolution by Senator Theodore Downing October 7, 2022

Consistent with State law, ABOR and UHAP policies, and the tenants of academic freedom, The Faculty Senate affirms that all faculty, staff and students not be subjected to harmful personnel actions (reprisals) for public disclosure of information they reasonably believe evidences matters of public concern about: 1) a violation of any law, 2) mismanagement, or 3) a gross waste of monies or an abuse of authority. This explicitly pertains to disclosures related to public safety, including incidents associated with the murder of Professor Thomas Meixner and other public safety threats. Notwithstanding ARS 38-533, violation will be subject to severe penalties up to and including fines and dismissal comparable to those provided for State employees under Arizona Statutes [38-531](#), [38-532](#), and [38-533](#).

REPORT TO FACULTY SENATE

FROM: Research Policy Committee (David Cuillier, chair)

DATE: November 7, 2022

ACCOMPLISHMENTS:

The RPC has made headway in the issues pertaining to F&A distributions to principal investigators (PIs). The committee began working through the issues on Sept. 26. Chair David Cuillier provided an update on RPC activities to SPBAC on Oct. 19. Feedback was gathered through an online survey from Faculty Senate members, PIs, and college budget officers, and summarized in an Oct. 27 [report](#). Also, the committee contacted each college budget officer to gather data on how they distributed F&A before AIB and how it will be done moving forward, and that datasheet should be finished by mid-November. Most recently, the RPC met Oct. 31, offering budget officers a chance to provide their perspectives (none showed up, but we got an array of comments from the online feedback form). The committee at its Oct. 31 meeting then honed its recommendations and Chair Cuillier will craft a final report for final consideration at the RPC's Nov. 28 meeting, to then be provided to the Faculty Senate for consideration at its Dec. 5 meeting.

GOALS:

It is our goal to complete the recommendations on F&A distributions to PIs at our Nov. 28 meeting, craft the memo for the Faculty Senate before its Dec. 5 meeting, and then tackle:

1. How the university's conflict of interest policies and practices affect researchers.
2. Changes in the "Research Scholar" title.
3. The impact of AIB on research, as well as on Research, Innovation & Impact.
4. Follow up previous survey research by the committee on how researchers on campus view the campus core research facilities.

REPORT TO FACULTY SENATE

FROM: Student Affairs Policy Committee

DATE: Nov. 7, 2022

ACCOMPLISHMENTS:

At the committee's Oct. 11 meeting, we discussed ASUA's [Sun Tran Resolution](#) and their ongoing efforts to keep transit affordable for UA students and employees. Sun Tran's free fares expire Dec. 31. Student representatives from ASUA and GPSC shared safety concerns in the wake of Dr. Meixner's murder. We also discussed the Sept. 30 incident involving a student and employee in the MLK Building and the letter from the Coalition of Black Students and Allies (COBA).

The committee would like to make Senate aware of the following student-focused news and resources:

- A variety of [crisis support services](#) are available to students.
- [Together We Care](#) is a Counseling & Psych Services (CAPS) initiative to help faculty, staff, and instructors support student mental health and wellness. If you're concerned about a student, call them at (520) 621-3334. A CAPS professional will return your call and problem-solve with you about situations.
- [One-time exceptions for the Fall 2022 term](#) have been made to academic policy for students:
 - The [Withdrawal Deadline](#) for individual courses for the regular session fall semester is extended to Dec. 7, the last day of classes.
 - The ['W' Grade Unit Maximum](#) (18 units) policy for Undergraduate students is suspended for Fall 2022.
- [UAlert](#) is a free service that delivers emergency alerts to registered students and employees. Use this [direct link to sign up](#). UAlert accounts are now set to never expire. UITS will automatically remove students from UAlert who are no longer enrolled at the UA.
- Cultural and Resource Centers will move under the purview of the Dean of Students office, each with its own staff and dedicated counselors. A new position, Senior Director of Cultural and Resource Centers, will coordinate support of all Cultural and Resource Centers. Space will increase for African American Student Affairs in the Dr. Martin Luther King Jr. Building.

GOALS:

- Continue to support basic needs initiatives and increase awareness of resources
- Continue to actively seek information about current student challenges and concerns; the committee welcomes contact from our colleagues about any student issue you may hear about; please email co-chairs Cheryl Casey (ccuillie@arizona.edu) and Diane Ohala (ohalad@arizona.edu).

REPORT TO FACULTY SENATE

FROM: Graduate Council

DATE: Nov 7, 2022

ACCOMPLISHMENTS:

The Graduate Council met on Oct 21 to consider and approve the following:

1. Reviewed Graduate Advising Policy Change for Professional Master Students. The masters programs in UA will be categorized as Professional Master Programs, Research Master Programs, and Terminal Master Programs. The proposed change will give Professional Master Programs a new advising option -- allow approved professionals with master's degrees to advise professional masters in lieu of graduate faculty advisors. Motion was approved to perform an electronic vote after some clarification amendments are made.
2. Reviewed the newly submitted support letter from department head of Molecular & Cellular Biology and approved Substantial Change to the Ph.D. program of Molecular Medicine. This proposal does not need approval by Faculty Senate.

Discussion items:

1. Student support and campus safety: Dean Andrew Carnie and Associate Dean Maggie Pitts updated GC on the carefully designed and newly implemented graduate admission background check measures which are similar to the current two-step undergraduate admission background check. Changes to the wording of background check message were discussed. Other topics discussed included UA alert message that need to be improved and the need to design a good active-shooting training program for graduate students, staff and faculty that can be applied to different settings. It was good and sad that our undergraduate students know what to do under Oct 5 scenario. but not graduate students. staff. or faculty.

GOALS:

Graduate Council meets again on Nov 18 to consider additional program proposals.