

## REPORT TO FACULTY SENATE

FROM: President Robert Robbins <http://president.arizona.edu/>

DATE: November 1, 2021

### ACCOMPLISHMENTS and GOALS:

#### **Continuing to Manage COVID-19**

- On October 15, 2021 we announced the University requirement to comply with President Biden's [Executive Order](#) and guidance from the [Safer Federal Workforce Task Force](#). In accordance with the Executive Order and associated guidance, all University employees, including student workers and graduate assistants/associates, must upload vaccine documentation showing they are fully vaccinated by December 8, 2021. Employees may also request a religious or disability/medical accommodation.
  - Prior to the announcement, 51% of employees had uploaded their vaccine documentation, which has since increased to 70%. Human Resources and our COVID-19 Response Team are working closely together to continue to increase compliance prior to December 8.
  - The University has also received many requests for accommodations.
- Since October 20, 2021, our percent positive has remained very low at 1.2%.
- TakeAway Testing, which recently launched in September, now comprises 50% of all PCR testing on campus, and volume continues to increase weekly. TakeAway Testing was recently expanded to include 20 campus dorm locations, providing thousands of students with free and convenient testing resources at their fingertips.
- Eligibility for Rapid Antigen testing was recently expanded to include all employees, off-campus students, and DCCs, as well as campus housing residents.

#### **Historic Gift Commitments**

- On October 9, 2021, The University of Arizona Honors College became the W.A. Franke Honors College in recognition of a \$25 million gift commitment made by the Franke family.
- The Franke's gift will provide student scholarships, stipends to defray the cost of living in the Honors Village, and funding to help students participate in study abroad. The gift also establishes an endowed chair for the college's dean and a new Honors Faculty Academy. The academy will provide top faculty members with financial rewards for research and teaching purposes, giving the college a recruitment and retention tool, and ensuring honors students can work closely with mentors on research projects.
- Giving to the University continues to thrive. From July 1, 2021, to September 30, 2021, we have received approximately \$75.5 million in gifts and commitments. Compared to the same time period last year, the University had received \$44 million in gifts and commitments.

### **Inaugural Tribal Leaders Summit**

- On October 21 – 22, 2021, the University hosted nearly two dozen tribal leaders from across the United States for a two-day Tribal Leaders Summit. During the summit, tribal leaders heard from University leaders and faculty about research and initiatives for and about Indigenous communities and gave input on ways to improve these efforts in order to better serve Native American students and communities.
- During the Tribal Leaders Summit, we hosted leaders and representatives from the Ak-Chin Indian Community, Colorado River Indian Tribes, Hualapai Tribe, Pascua Yaqui, Pueblo of Zuni, Salt River Pima-Maricopa Indian Community, Tohono O'odham Nation, White Mountain Apache Tribe, Muscogee (Creek) Nation in Oklahoma, and Tulalip Tribes in Washington State.
- Thank you to Senior Vice President for Native American Advancement and Tribal Engagement, Levi Esquerro, for orchestrating this incredible event, which we plan to hold annually.

### **Latinx Faculty & Staff Association Launches**

- I am pleased to see the launch of the University's inaugural Latinx Faculty & Staff Association, co-led by Assistant Vice Provost for Hispanic Serving Institution Initiatives, Marla Franco, and Vice President for University Initiatives, Celina Ramirez. The association aims to provide opportunities for connection, networking, and community building.
- The association kicked-off with an in-person reception with nearly 80 attendees and subsequently offered two additional events to accommodate employees' schedules and comfort with in-person gatherings. Additionally, a Microsoft Teams page was created for the Latinx Faculty & Staff Association to help keep employees connected – please consider joining.

### **UAccess Student Guest Center Now Offered Fully in Spanish**

- Parent & Family Programs recently collaborated with Hispanic-Serving Institution Initiatives, UITS, and the University's National Center for Interpretation to launch the UAccess Student Guest Center fully in Spanish. Guest Center allows students to share access to their Student Center with family members in order to check financial aid and view and pay outstanding balances, among many other important services. As a Hispanic Serving Institution, including a Spanish language option in Guest Center reflects the University's commitment to servingness.

### **Enrollment Continues to Trend Upwards**

- Point-in-time enrollment data continues to trend upwards with a 7.98% increase in resident applications and a 9.71% increase in domestic non-resident applications.
- Enrollment fee interactions, used to predict commitment/yield, are also trending upward with a 17.57% increase for residents and a 54.09% increase for domestic non-residents.

## REPORT TO FACULTY SENATE

FROM: Senior Vice President for Academic Affairs and Provost Liesl Folks  
<https://provost.arizona.edu>

DATE: 1 Nov 2021

**Campus Updates and Messages**

- **Faculty Awards** – call for nominations [distributed](#) on 4 Oct., 2021.
- **Provost Investment Fund** - Fall 2021 round proposal submissions closed on October 29<sup>th</sup>. Awardees will be announced at the end of November. Details are online [here](#).
- **Changes within the Provost's Office** - [Dr. Christine Salvesen](#) has been promoted to Associate Vice Provost of SSRI to lead the team following Cynthia Demetrious's departure, reporting to Senior Vice Provost Gail Burd. The central advising component of SSRI, including the A-Center and the Advising Resource Center, will be moved under the Vice Provost for [Undergraduate Education](#), Dr. Greg Heileman, with the goal of ensuring integration, collaboration and partnership with college advising teams. See memo [here](#).
- **John Paul Jones III**, Don Bennett Moon Dean in the College of Social and Behavioral Sciences (SBS), has decided to step down from his leadership role to return to his research and teaching pursuits at the end of the fiscal year, June 30, 2022. See announcement [here](#).
- **Bruce Johnson**, Paul L. Lindsey and Kathy Alexander Dean and Professor of Environmental Learning and Science Education in the College of Education (COE), has decided to step down from his leadership role to return to his research and teaching pursuits at the end of the fiscal year, June 30, 2022. See announcement [here](#).
- **Jeffrey Schatzberg**, Frances McClelland Chair of Accounting, has been appointed as Dean of the Eller College of Management for the interim period while we conduct the dean search – see search updates online [here](#).
- **Faculty Search Committee Training** – This training has been [updated](#) in response to feedback received over the past two years. Training will be required for all faculty search committee members and hiring authorities effective November 15, 2021.
- **Renovation and New Construction** - Chemistry Building Renovation and The Commons collaborative learning space is underway, with anticipated opening in December 2022- see news article [here](#).
- **Career Track Title Harmonization** – process completed 31 Oct. 2021.

**Past and Upcoming Webinars hosted by the Office of the Provost:**

- Upcoming: November 2, 2021 – Career Planning
- October 28, 2021 - [Campus Infrastructure Mitigation Efforts Webinar](#)
- October 19, 2021 – Live Chat with Liesl – Wellness. See recording [here](#).

**Link to register or watch recorded sessions:** <https://provost.arizona.edu/content/provost-forum>.

## REPORT TO FACULTY SENATE

DATE: November 1, 2021

SUBMITTED BY The Faculty Officers, Jessica Summers, Chair of the Faculty; Melanie Hingle, Vice Chair of the Faculty; Michael Brewer, Secretary of the Faculty  
<http://facultygovernance.arizona.edu/>

### ACCOMPLISHMENTS

- Continued work with Senate Parliamentarian, Mark Stegeman, to ensure that all members have opportunities to actively participate in the Senate business meeting and in faculty governance.
- Met with Office of Gen Ed, Chair of UWGEC, Chair of UGC, and the Provost's Office to understand the role of elected and appointed faculty in the Gen Ed Refresh, and related program approval process.
- Convened the Shared Governance Review Committee for the second time in AY 21-22; members approved revisions to the signed Shared Governance Memorandum of Understanding (guiding principles); next meeting will address the implementation plan. Work will continue this AY.
- Convened the Naming Advisory Committee and President Robbins to discuss revisions to procedures surrounding naming requests associated with academic units.
- Added several hundred new General Faculty members to the Census, based on the criteria in the Constitution. Many were emeritus faculty who have been provided that title retroactively many years after retirement. A dozen or so Research professors, who were moved over from Research Scientists, were also added to the general faculty. Their time in service as research scientists was counted toward the criteria, since their positions had not changed – only their titles, due to changes in titling precipitated by UCAP. Most were in CALS, COM-T, and Science.

### GOALS

#### SHORT-TERM:

- Work with administration to ensure continued (and strong) faculty governance of academic program approvals.
- Work with members of the Shared Governance Review Committee, Faculty Senate, President Robbins, Provost Folks, Secretary Dudas, SVPR Cantwell, & CFO Rulney to establish guiding principles and an implementation plan describing how we will collaborate on decisions and direction of the university.
- Revise the membership and mechanisms for populating the Undergraduate and Graduate Councils (and perhaps UWGEC) to include ex officio representation from

Senate and to ensure the selection of representative to the councils from the colleges adhere to the Shared Governance Memorandum of Understanding.

- Support UWGEC in temporary expansion to manage increased workload due to Gen Ed refresh.

**LONG-TERM:**

- To ensure a continued successful, safe, and healthy return to campus life for all members of the UA community.
- To broaden participation in shared governance to ensure that the University lives up to its values and supports its mission as we move ahead.
- To work with you to do all that we, as a community, can do to save lives, support our most vulnerable community members, and increase faculty participation in all decision-making that affects our lives and the long-term health and well-being of all of us.

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**To Our Senate Colleagues:** We remain grateful to you for your hard work, your input, your ideas and your continued engagement in shared governance. We continue to work to support the work of the University and to ensure the prominence of the Faculty voice.

**Contact us:** email (Jessica Summers, [jsummers@arizona.edu](mailto:jsummers@arizona.edu), Melanie Hingle [hinglem@arizona.edu](mailto:hinglem@arizona.edu), Michael Brewer [mbrewer@arizona.edu](mailto:mbrewer@arizona.edu))

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**Dear Senators:**

**Some thoughts for moving forward:**

**Policy and process related to curriculum:** it is important to review and remind senate of actions and votes taken at recent meetings, particularly as it relates to ongoing programmatic and curricular decisions that affect the entire campus. It is also important to remember that by the time senate acts on these types of issues, hundreds of eyes have read, revised, recommended, and decided on what was the best course of action for students who will inevitably enroll in these courses. When programs are “approved,” what senate sees is the product of hours, weeks, and months of scrutiny by faculty who have volunteered to do this work. In other words, the information senate is seeing for the first time has already been vetted and voted on by faculty who are willing to do the work necessary to approve programs before they reach senate. It is appropriate for senators to ask questions, raise issues, and scrutinize possible problems that arise from examination of the materials presented to senate. However, it is not appropriate to question the legitimacy of the work done by your colleagues on curriculum committees because of their rank, status, or qualifications to do this work. If you think faculty on curriculum committees are not representative of your particular college, this should be raised at your college faculty council meetings. The faculty officers have asked several senators to be part of a pilot program that puts senators at regular curricular committee meetings (including UWGEC) so they can appreciate, support, and offer feedback on the work conducted by these groups, but many people have had to decline because they are busy – we understand that being a senator in addition to your other responsibilities is time consuming, but we need to have better pathways of support between

senate and curriculum committees. Perhaps you have some better ideas. Last semester, the chair of UGC quit his position (and chose not to return as a senator) because there was a disconnect between the enormous amount of work the committee put into their reviews, recommendations, and decisions, and the faculty senate's perception that programs were being pushed through by administrators. We need to do a better job of understanding and appreciating the work that curriculum committees have taken on for the sake of the students who will eventually enroll in these programs. Student-centered learning and success should be at the center of any concerns we raise about curriculum, but we are moving away from these kinds of discussions in senate. If more transparency is needed with regards to process, please ask for more information before assuming that decisions were made in the absence of faculty consultation or conducted with duplicitous intent.

**Voting on issues with adequate preparation:** We are excited to have Dr. Mark Stegman serve as our new parliamentarian, and we have clearly made some major changes to our parliamentary procedure based on his knowledge and insight of Roberts' Rules. As we are getting used to these guidelines, it would be extremely helpful if senators come prepared to meetings by familiarizing themselves with the agenda and related materials in advance so we can focus on the business at hand, and similarly we ask that you help prepare fellow senators for any new items you wish to raise during the meeting by submitting appropriate materials for consideration. It is difficult to vote on new motions without having any context, materials, or documentation to make decisions – this is why we held a special meeting on the recent naming decision, because senate needed more information to make an informed decision. Similarly, senators should be prepared with documentation in advance of the meeting (if possible) so that votes are taken with the utmost understanding and confidence of process.

**Interaction during Senate Meetings:** As of late, the debate about certain issues has been very engaged, and as you might have noticed, some senators are more engaged than others. As a reminder, we have over 60 voting members of senate who each have opinions, ideas, and a voice. If this were a classroom, I would encourage students who do not currently engage with their voice to find ways to register their opinions and ideas, because when individuals tell me that they are uncomfortable raising an issue because of strong voices in the room, we (everyone in the room) are responsible for ensuring inclusion. As it is with senate, it is your job to LISTEN just as much as it is for your voice to be heard.

I appreciate your service. Thanks for all that you do!!!  
~Jessica

## REPORT TO FACULTY SENATE

FROM: Academic Personnel Policy Committee

DATE: November 1, 2021

### ACCOMPLISHMENTS:

APPC met in October to discuss the issue of academic freedom. We discussed the different activities that might be implicated by academic freedom:

1. The ability of faculty to write, research, speak, etc. on issues related to our scholarship and areas of study.
2. Our freedom to talk and write about issues as citizens.
3. Civility in conversation.
4. Restrictions on lobbying by state employees.

We discussed how some departments might want training on the legal issues surrounding these issues and discussed whether offering such training would be beneficial.

### GOALS:

## REPORT TO FACULTY SENATE

FROM: Graduate Council

DATE: November 1, 2021

### ACCOMPLISHMENTS:

The Graduate Council met on October 15 to consider and approve the following:

- Name change from MS in Information to MS in Information Science, SBS to avoid confusion with Information Technology ([name chg request ms in information.pdf](#))
- Certificate in Indigenous Health, CPH, ([proposal grad cert indigenous hlth.pdf](#))

Discussion items:

- Graduate & Professional Student Council travel and other grant applications are now available at: <https://gpsc.arizona.edu/travel-grants>
- Digital Scholarship & Data Science Fellowship applications due Oct. 22. More information at: <https://new.library.arizona.edu/ds2f>

Graduate Council has 32 members from all UArizona colleges including the Deans of the Graduate College. Twenty-four members attended the October meeting.

### GOALS:

Ongoing review of new program proposals and Graduate College policies.





THE UNIVERSITY  
OF ARIZONA

*Strategic Planning & Budget Advisory Committee*

**FACULTY CENTER**

1216 E. Mabel Street  
Tucson, AZ 85721-0456  
Tel: 520.621.1342  
Fax: 520.621.8844  
facultycenter@email.arizona.edu

## REPORT TO FACULTY SENATE

FROM: The SPBAC Co-Chairs, Sabrina Helm and Barry Brummund

DATE: October 25, 2021

**SPBAC Charter:** The Strategic Planning and Budget Advisory Committee (SPBAC) in consultation and dialogue with the President, the Provost, and the University community, supports and enhances the success of the University through thoughtful and informed advice relating to: strategic planning, assessment of institutional priorities, review of budgetary policies, and the evaluation of programs and services.

### ACCOMPLISHMENTS

- SPBAC members participated in a three-hour workshop organized and led by Garth Perry, Vice President and Chief Budget Officer, on the foundations of AIB (Activity Informed Budgeting). A follow-up workshop will be hosted soon.
- SPBAC chairs provided a report on a survey on alternatives for Undergraduate Net Tuition Revenue distribution, in which SPBAC voting members favored a solution that incorporates SCH, degrees and majors in the distribution formula.
- In regular session, SPBAC discussed
  - the current status of State Appropriation and Net Tuition Revenue
  - a presentation on Embracing Complexity in the Research Mission
  - the addition of new SPBAC members (non-voting)
  - an update on Undergraduate student recruitment, retention and diversity
  - a presentation of tactics, strategies and programs aimed at improving graduation and retention rates at UArizona.

### 2021-2022 GOALS

- To regularly review annual budget changes
- To increase financial/budgetary literacy of SPBAC membership to ensure timely and competent engagement of all members in development of budgetary policies
- To work with administration on a streamlined process for Shared Governance/SPBAC inclusion in important subcomponents of the AIB transition
- To provide consultative input for RII with regard to financial implications of the research mission
- To work with administration on plans for improvement of student retention and graduation metrics
- To consult administration on revenue-generating ventures such as UAGC
- To overall improve the process for shared governance input in budgetary and strategic planning

**SPBAC Meeting Minutes:** The minutes from previous meetings are available for each meeting in our digital archive, available here: <https://facultygovernance.arizona.edu/committee/34/minutes-archive>



## New Academic Program Workflow Form

### General

**Proposed Name:** Neuroscience minor

Transaction Nbr: 00000000000106

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2022

### Details

Department(s):

#### SCNC

DEPTMNT ID	DEPARTMENT NAME	HOST
2529	Department of Neuroscience	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:** 30.2401, Neuroscience

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Minor in Neuroscience

Transcript: Y Minor in Neuroscience

**Conditions for Admission/Declaration for this Major:**

N/A

**Requirements for Accreditation:**

N/A

**Program Comparisons**

**University Appropriateness**

The neuroscience minor is designed to allow students in other majors an opportunity to explore the interdisciplinary field of neuroscience in a structured and rigorous way, while pursuing a major field of study in another discipline at the same time.

Nonscience majors wishing to minor in neuroscience should be aware that preparation courses in chemistry, life sciences, and physics are prerequisites to the upper-division course requirements.

We are including two sources of evidence demonstrating demand, interest and need for a neuroscience minor in the southwest which currently is non-existent: 1) Burning Glass market analysis in neuroscience and 2) neuroscience minor programs are available at other universities, including:

- ¿ University of California, Los Angeles (UCLA)
- ¿ Texas A&M University (TAMU)
- ¿ Penn State
- ¿ Ohio State University (OSU)
- ¿ University of California, Davis (UC Davis)
- ¿ University of Minnesota
- ¿ University of North Carolina

When identifying the above neuroscience minors¿ academic offerings, there is a lack of offering in the Utah, Arizona and New Mexico. In addition to a geographical need, the market analysis data shows a projected increase in employment for students with this minor nationally and in Arizona.

**Arizona University System**

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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## Peer Comparison

Please see files

## Faculty & Resources

### Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
02571748	Marina Cholanian	2529	Lecturer	Doctor of Philosophy	.50
09700864	Alan Nighorn	2529	Professor	Doctor of Philosophy	.25

Additional Faculty:

We have 11 Faculty members in the Department of Neuroscience. In addition, the minor courses are existing in other departments and thus we are only adding seats to those courses.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
2529	600	0	.75

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
2529	36	39	44	0	0	0	.75	.75	.75

### Library

Acquisitions Needed:

N/A

### Physical Facilities & Equipment

Existing Physical Facilities:

We are using existing classrooms and lab space.

Additional Facilities Required & Anticipated:

N/A

### Other Support

Other Support Currently Available:

N/A

Other Support Needed over the Next Three Years:

N/A

**Comments During Approval Process**

6/29/2021 1:43 PM

NIGHORN

Comments
I assume I'm approving this as an instructor.

7/4/2021 1:29 PM

RGOMEZ

Comments
Approved.



## New Academic Program - Standalone Undergraduate Minor CURRICULAR INFORMATION

- I. **MINOR DESCRIPTION:** Provide a marketing/promotional description for the proposed program (recommend working with your college marketing team). The description will be displayed on the advisement report(s), Degree Search, and should match departmental and college websites, handouts, promotional materials, etc.

The minor in neuroscience is designed for students desiring a broad knowledge about the basic and functional aspects of the nervous system. Neuroscience is a scientific discipline that investigates the organization, development, and function of the nervous system, and its relationship to behavior, cognition, and neurological or neuropsychiatric disorders. The minor is designed to give students the capacity to think critically and creatively about complex problems of contemporary neuroscience. In addition, students will develop their skills to properly communicate and discuss complex concepts of neuroscience and findings of neuroscience research to professionals and the public. The goal is to provide students with a fundamental understanding of the principles of neuroscience preparing them for graduate or professional schools. Students complementing their major with the neuroscience minor will be competitive for positions in the pharmaceutical industry, a variety of health-related industries, in middle school, high school and adult education, and in disciplines that increasingly require understanding of biology and biotechnology, including law, policymaking and business.

- II. **JUSTIFICATION/NEED FOR THE MINOR:** Describe the purpose and need for the proposed minor, providing market analysis data or other tangible evidence of the need/interest in the program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor, upon request.

The neuroscience minor is designed to allow students in other majors an opportunity to explore the interdisciplinary field of neuroscience in a structured and rigorous way, while pursuing a major field of study in another discipline at the same time.

Nonscience majors wishing to minor in neuroscience should be aware that preparation courses in chemistry, life sciences, and physics are prerequisites to the upper-division course requirements.

We are including two sources of evidence demonstrating demand, interest and need for a neuroscience minor in the southwest which currently is non-existent: 1) Burning Glass market analysis in neuroscience and 2) neuroscience minor programs are available at other universities, including:

- University of California, Los Angeles (UCLA)
- Texas A&M University (TAMU)
- Penn State
- Ohio State University (OSU)
- University of California, Davis (UC Davis)
- University of Minnesota
- University of North Carolina

When identifying the above neuroscience minors' academic offerings, there is a lack of offering in the Utah, Arizona and New Mexico. In addition to a geographical need, the market analysis data shows a projected increase in employment for students with this minor nationally and in Arizona.

The Burning Glass market analysis shows a great growth in employment in Arizona, predicting 30,791 jobs in year 2028. In nearly one third of those positions, a bachelor's degree is expected. However, a minor fills a niche that is currently not provided in the southwest and will provide training for numerous technical job opportunities (listed below) that were identified in the market analyses. The largest area of projected growth is in research. The proposed minor course curriculum will produce competitive applicants for several types of these research-related positions.

Neuroscience CIP (Classification of Instructional Programs) (26.1501)

<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87810>

Career Outcomes mapped to Neuroscience: Laboratory Technician, Medical Scientist, Biological Technician, Researcher / Research Associate, Laboratory Technologist, Laboratory Manager, Clinical Research Coordinator / Manager, Biologist.

How Many Jobs are there for Graduates of the minor?

For our proposed minor, there were 4,057 job postings in the last 12 months.

Compared to:

- 1,019,379 total job postings in your selected location
- 291,026 total job postings requesting a Bachelor's and minor degree in Arizona.

Growth by Geography

Geography	Selected Occupations	Total Labour Market	Relative Growth
Arizona	38.14 %	11.87 %	High
Nationwide	-12.14 %	4.24 %	Low





Figure from market analyses: Employment data for graduates of the neuroscience minor in Arizona between years 2014 to 2019, and projection for 2028. The projection for 2028 indicates a high growth rate of jobs by 38.14%.

- III. **MINOR REQUIREMENTS:** Complete the table below. All University of Arizona minors require at least 18 units. Note: information in this section must be consistent throughout the proposal documents and will be used to build the Academic Advisement Report (ADVIP). Please include letters of support for any courses not offered by the proposing department (see Workflow Input form).

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	Meet with Neuroscience department advisor and program coordinator
Minor requirements. List	<b>Required core:</b> Complete 2 courses (6 units)

<p>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>NSCS 307 (3-4) Cellular Neurophysiology</p> <p>NROS 310 (3-4) Molecular and Cellular Biology of Neurons</p> <p><b>Electives:</b> Complete 12 units from the selection below. A minimum of 6 units must be from NROS or NSCS courses. Limit of 6 units from house-numbered coursework may be used towards this requirement.</p> <p>NSCS 200 (3) Fundamentals of Neuroscience and Cognitive Science</p> <p>NSCS 308 (1) Methods in Neuroscience</p> <p>NSCS 311 (3) Scientific Programming with MatLab</p> <p>PSY 313 (3) Drugs and the Brain</p> <p>PSY 321 (3) Brain Rehabilitation</p> <p>NROS 330 (3) Principles of Neuroanatomy: Cells to Systems</p> <p>NSCS 344 (3) Modeling the Mind</p> <p>ECOL 346 (3) Bioinformatics</p> <p>NROS 381 (3) Animal Brains, Signals, Sex, and Social Behaviors</p> <p>PSY 403C (3) Introduction to Computational Neuroscience</p> <p>PSY 405 (3) Developmental Cognitive Neuroscience</p> <p>NROS 412 (3) Molecular Mechanisms of Learning and Memory</p> <p>NROS 418 (3) Fundamental Principles of Systems Neuroscience</p> <p>NROS 430 (3) Neurogenetics</p> <p>PHYS 431 (3) Molecular Biophysics</p>
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	<p>NSCS 440 (3) How to Build a Brain: Mechanisms of Neural Development</p> <p>ISTA 457 (3) Neural Networks</p> <p>PSIO 465 (3) Neurophysiology</p> <p>PSY 485 (3) Psychoneuroimmunology</p> <p>ECOL 487R (3) Animal Behavior</p> <p>ECOL 487L (1) Animal Behavior Lab</p> <p>PSY 496L (3) Introduction to Neural Data Analysis</p>
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	N/A
Any <a href="#">double-dipping restrictions</a> (Yes/No)? If yes, provide description.	<p>Yes, minor coursework may not double dip with another minor.</p> <p>A minimum of 6 units must be unique to the minor and cannot be used toward other requirements.</p>

**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.

The proposal for a neuroscience minor does not require new courses.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) <a href="#">More info here.</a>	Course Form transaction number	Anticipated first term offered	Use in the program (required/elective)
N/A								

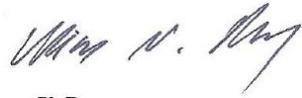
Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

## V. REQUIRED SIGNATURES

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

Ulises Ricoy, Faculty Director NSCS

Program Director/Main Proposer signature:



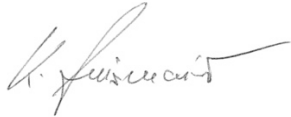
Date: August 25th 2021 /

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Department Head (print name and title):

Konrad E. Zinsmaier

Department Head's signature:



Date: August 27<sup>th</sup>, 2021

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Associate/Assistant Dean (print name):

Rebecca L. Gomez

Associate/Assistant Dean's signature:



Date: 8/30/21

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Dean (print name):

Dean's signature:

Date:

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For use by Curricular Affairs:

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

**BUDGET PROJECTION FORM**
**Name of Proposed Program or Unit: Minor in Neuroscience**

Budget Contact Person:	Projected		
	1st Year 2021 - 2022	2nd Year 2022 - 2023	3rd Year 2023 - 2024
<b>METRICS</b>			
Net increase in annual college enrollment UG	-	-	-
Net increase in college SCH UG	108	237	252
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	-	-	-
<b>FUNDING SOURCES</b>			
<b>Continuing Sources</b>			
UG RCM Revenue (net of cost allocation)	15,464	33,586	35,692
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	-	-	-
Distance Learning Revenues	-	-	-
Reallocation from existing College funds (attach description)	-	-	-
Other Items (attach description)	-	-	-
<b>Total Continuing</b>	<b>\$ 15,464</b>	<b>\$ 33,586</b>	<b>\$ 35,692</b>
<b>One-time Sources</b>			
College fund balances	-	-	-
Institutional Strategic Investment	-	-	-
Gift Funding	-	-	-
Other Items (attach description)	-	-	-
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL SOURCES</b>	<b>\$ 15,464</b>	<b>\$ 33,586</b>	<b>\$ 35,692</b>
<b>EXPENDITURE ITEMS</b>			
<b>Continuing Expenditures</b>			
Faculty	-	-	-
Other Personnel	-	-	-
Employee Related Expense	-	-	-
Graduate Assistantships	-	-	-
Other Graduate Aid	-	-	-
Operations (materials, supplies, phones, etc.)	1,000	1,000	1,000
Additional Space Cost	-	-	-
Other Items (attach description)	-	-	-
<b>Total Continuing</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>
<b>One-time Expenditures</b>			
Construction or Renovation	-	-	-
Start-up Equipment	-	-	-
Replace Equipment	-	-	-
Library Resources	-	-	-
Other Items (attach description)	-	-	-
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>
<b>Net Projected Fiscal Effect</b>	<b>\$ 14,464</b>	<b>\$ 32,586</b>	<b>\$ 34,692</b>

# Projected SCH

	1st Year	2nd Year	3rd Year
	2021 - 2022	2022 - 2023	2023 - 2024

<b>Fall 2021</b>	LD minors	20	16	
<b>Cohort</b>	UD minors	16	20	36
<b>Fall 2022</b>	LD minors		20	19
<b>Cohort</b>	UD minors		19	20
<b>Fall 2023</b>	LD minors			24
<b>Cohort</b>	UD minors			20

SCH	108	237	252
	\$15,463.68	\$33,586.43	\$35,692.27

18 units required  
*minimum 9 units upper-division*

	year 1	year 2	year 3	year 4	
<b>LD Minor</b>	<b>3</b>				3
<b>UD Minor</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>3</b>	15
					18

	FY22	FY23	FY24
Gross SCH	\$219	\$219	\$220
Tax	34.62%	35.29%	35.62%
<b>Net SCH</b>	<b>\$143</b>	<b>\$142</b>	<b>\$142</b>

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	29-43 (Median 36)	39	44	45	46





## 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.

Program name, degree, and institution	Minor in Neuroscience, UA	Peer 1: Interdisciplinary Neuroscience Minor, Ohio State University	Peer 2: Minor in Neuroscience, Texas A&M	Peer 3: Minor in Neuroscience, UCLA
Current number of students enrolled		174	300	27
Program Description	<p>The minor in neuroscience is designed for students desiring a broad knowledge about the basic and functional aspects of the nervous system. Neuroscience investigates the organization, development, and function of the nervous system, and its behavior, cognition, and disorders. The minor is designed to give students the capacity to think critically and creatively about complex problems of contemporary neuroscience. In addition, students will develop their skills to properly communicate and discuss complex concepts of neuroscience and findings of neuroscience research to</p>	<p>From: <a href="https://neurosciencemajor.osu.edu/curriculum/minor">https://neurosciencemajor.osu.edu/curriculum/minor</a></p> <p>Neuroscience is a scientific discipline that investigates the organization, development, and function of the nervous system, and its relationship to behavior, cognition, and neurological or neuropsychiatric disorders. The minor consists of 5 classes (15 minimum credit hours) designed to give students a strong foundational and broad exposure to the neuroscience</p>	<p>From: <a href="https://tamin.tamu.edu/undergraduate/minor/">https://tamin.tamu.edu/undergraduate/minor/</a></p> <p>The Neuroscience Minor, offered by the Texas A&amp;M Institute for Neuroscience (TAMIN), is considered an interdisciplinary minor with course selections in the Departments of Biology, Psychology, Philosophy and Veterinary Integrative Biosciences. Please be aware that each course selection below may have prerequisite requirements that must be met. The coursework (15 credits) listed represents various</p>	<p>From: <a href="https://www.neurosci.ucla.edu/program/minor-requirements/">https://www.neurosci.ucla.edu/program/minor-requirements/</a></p> <p>The Neuroscience minor is designed to allow students in other majors an opportunity to explore the interdisciplinary field of neuroscience in a structured and rigorous way, while pursuing a major field of study in another discipline at the same time. Neuroscience majors wishing to minor in Neuroscience should be aware that preparation courses in chemistry, life sciences,</p>

	professionals and the public. The goal is to provide students with a fundamental understanding of the principles of neuroscience preparing them for graduate or professional schools. Students complementing their major with the neuroscience minor will be competitive for positions in the pharmaceutical industry, a variety of health-related industries, in middle school, high school and adult education, and in disciplines that increasingly require understanding of biology and biotechnology, including law, policy-making and business.	area. Students must complete two Core Requirement courses and the remaining three courses are taken from the courses listed in the Elective Requirement section. This course work should be chosen in consultation with a neuroscience academic advisor.	sub-disciplines within the field of Neuroscience and would give the student an overall knowledge base fitting a minor in Neuroscience.	and physics are requisites to the upper-division course requirements. A minimum of 20 units applied toward the minor requirements must be in addition to units applied toward major requirements or another minor's requirements. Each minor course must be taken for a letter grade, and students must have an overall grade-point average of 2.0 or better in the minor. Successful completion of the minor is indicated on the transcript and diploma.
Target Careers	Research -Biotech -Medicine -Healthcare	Research -Biotech -Medicine -Healthcare	Research -Biotech -Medicine -Healthcare	Research -Biotech -Medicine -Healthcare
Minimum # of units required	18	15	15	15
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	Meet with Neuroscience department advisor and program coordinator	Meet with an advisor in the Neuroscience Undergraduate Program	Complete a Neuroscience Minor Approval Form, signed by the TAMIN academic advisor and then submitted to the major advisor. The minor must be declared before the	To enter the minor, students must have an overall grade-point average of 2.0 or better and a 2.5 GPA in the requisite courses for Neuroscience M101A and M101B.

			student has completed 95 hours.	
Internship, practicum, or applied/experiential requirements? If yes, describe.	No	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 Neuroscience minor at UA is like the minors in our peer institutions by offering rigorous coursework to similar undergraduate audiences. For example, the minimum number of credit hours range from 15-18 in all institutions. Further, the upper division coursework electives have similar math and science pre-requirements. MATH 122A&B – First Semester Calculus (5) or MATH 125 – Calculus I (3) Statistics (choose one – MATH 263 recommended for pre-health students) MATH 263 – Introduction to Statistics and Biostatistics (3) or PSY 230 – Psychological Measurement and Statistics (3) NSCS 200, MCB 181R/L, CHEM 151.**
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 UA Neuroscience minor stands out due to the multidisciplinary and integrative approaches of our faculty employing diverse species, a trait that sets us apart from many other Neuroscience departments.**
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 unique approach of our faculty allows the recruitment of a wider audience at the UA attracting students from several programs such as physiology, molecular and cellular biology, ecology and evolutionary biology, entomology, agricultural sciences, computer science, engineering.**

**From:** [Ryan, Lee - \(ryant\)](#)  
**To:** [Zinsmaier, Konrad E - \(kez4\)](#)  
**Cc:** [Van Sickler, Becca - \(beccav\)](#)  
**Subject:** RE: Requesting permission to use PSY courses for neuroscience minor  
**Date:** Wednesday, February 10, 2021 11:56:53 AM

---

Those look good to me, Konrad. Looks like a strong application.

Cheers,  
LR

Lee Ryan, Ph.D.  
Professor and Head  
**PSYCHOLOGY DEPARTMENT**  
**UNIVERSITY OF ARIZONA**  
<https://psychology.arizona.edu>

---

**From:** Zinsmaier, Konrad E - (kez4) <kez4@arizona.edu>  
**Sent:** Wednesday, February 10, 2021 12:47 PM  
**To:** Ryan, Lee - (ryant) <ryant@arizona.edu>  
**Cc:** Van Sickler, Becca - (beccav) <beccav@arizona.edu>  
**Subject:** Requesting permission to use PSY courses for neuroscience minor

Hi Lee,

as I told you earlier, the Department of Neuroscience is working on offering a minor in Neuroscience. The minor will consist of 18 minimum credit hours designed to give students a strong foundational and broad exposure to the organization, development, and function of the nervous system in health and disease. I have attached an overview of the course program.

To move forward with our plan, I am asking whether it will be possible to list the courses PSY 313, 321, 403C, 405, 485, 496L as electives for the neuroscience minor?

Please let me know if you have any questions.

Best,

Konrad

Konrad E. Zinsmaier, Ph.D.  
Professor of Neuroscience and Molecular & Cellular Biology  
Interim Head, Dept of Neuroscience  
Chair, GIDP in Neuroscience  
University of Arizona  
Department of Neuroscience

Gould-Simpson Building 627  
P.O. Box 210077  
1040 E. 4th Street  
Tucson, AZ 85721-0077

**From:** [Zinsmaier, Konrad E - \(kez4\)](#)  
**To:** [Ricoy, Ulises - \(ricoy\)](#); [Van Sickler, Becca - \(beccav\)](#)  
**Subject:** Fwd: Neuroscience Minor  
**Date:** Tuesday, March 2, 2021 12:44:54 PM

---

Begin forwarded message:

**From:** "Delamere, Nicholas A - (delamere)" <[delamere@arizona.edu](mailto:delamere@arizona.edu)>  
**Subject:** Neuroscience Minor  
**Date:** March 2, 2021 at 12:56:19 PM MST  
**To:** "Zinsmaier, Konrad E - (kez4)" <[kez4@arizona.edu](mailto:kez4@arizona.edu)>

Dear Konrad,

The department of Physiology approves listing the course PSIO 465-Neurophysiology as an elective in the Neuroscience Minor. PSIO 465 will be useful for PSIO majors who are doing the Neuroscience Minor. As you know, the need to keep class size manageable means PSIO 465 is not open to non-PSIO majors.

My apologies for taking so long to respond to your query. With best wishes ...

Nick D

Nick Delamere Ph.D.  
Head, Department of Physiology  
University of Arizona  
PO Box 245051  
Tucson, AZ 85724-5051

(520) 626 6425

**From:** [Zinsmaier, Konrad E - \(kez4\)](#)  
**To:** [Van Sickler, Becca - \(beccav\)](#)  
**Subject:** Fwd: [EXT]Re: Requesting permission to use PHYS 431 course for neuroscience minor  
**Date:** Wednesday, February 24, 2021 2:39:57 PM

---

FYI

Begin forwarded message:

**From:** Sumit Mazumdar <[smtmazumdar28@gmail.com](mailto:smtmazumdar28@gmail.com)>  
**Subject:** [EXT]Re: Requesting permission to use PHYS 431 course for neuroscience minor  
**Date:** February 10, 2021 at 2:52:11 PM MST  
**To:** "Zinsmaier, Konrad E - (kez4)" <[kez4@arizona.edu](mailto:kez4@arizona.edu)>

**External Email**

Hi Konrad:

I think it is great if PHYS 431 is used as a course for the neuroscience minor. I am all for it.

Sumit

Sumit Mazumdar  
Professor and Head  
Department of Physics

On Wed, Feb 10, 2021 at 12:35 PM Zinsmaier, Konrad E - (kez4) <[kez4@arizona.edu](mailto:kez4@arizona.edu)> wrote:

Dear Dr. Mazumdar,

the Department of Neuroscience is working on offering a minor in Neuroscience. The minor will consist of 18 minimum credit hours designed to give students a strong foundational and broad exposure to the organization, development, and function of the nervous system in health and disease. I have attached an overview of the course program.

To move forward with our plan, I am asking whether it will be possible to list the courses PHYS 431 of your program as elective for the neuroscience minor?

Please let me know if you have any questions.

Best,

Konrad

Konrad E. Zinsmaier, Ph.D.  
Professor of Neuroscience and Molecular & Cellular Biology  
Interim Head, Dept of Neuroscience  
Chair, GIDP in Neuroscience  
University of Arizona  
Department of Neuroscience  
Gould-Simpson Building 627  
P.O. Box 210077  
1040 E. 4th Street  
Tucson, AZ 85721-0077



**From:** [Van Sickler, Becca - \(beccav\)](#)  
**To:** [Andrews-Hanna, Jessica - \(jandrewshanna\)](#); [Miller, Julie Elizabeth - \(juliemiller\)](#); [Peterson, Mary A - \(mapeters\)](#); [Ricoy, Ulises - \(ricoy\)](#); [Zinsmaier, Konrad E - \(kez4\)](#)  
**Cc:** [Mary Peterson](#)  
**Subject:** RE: Requesting permission to use NSCS courses for neuroscience minor  
**Date:** Thursday, February 25, 2021 8:33:00 AM  
**Attachments:** [image001.png](#)

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Thank you, everyone. I also support the inclusion of the requested NSCS courses in the list of electives for the Neuroscience minor. And with that, I think we are all set!

Best,  
Becca



### Becca Van Sickler

Program Coordinator, Senior  
Neuroscience & Cognitive Science  
THE UNIVERSITY OF ARIZONA

Gould-Simpson, 624  
PO Box 210077 | Tucson, AZ 85721  
Office: 520-621-6643  
[beccav@arizona.edu](mailto:beccav@arizona.edu)  
Zoom: <https://arizona.zoom.us/my/beccav>  
Pronouns: She / Her / Hers  
[www.nscs.arizona.edu](http://www.nscs.arizona.edu)  
[facebook](#) | [twitter](#) | [instagram](#)

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**From:** Andrews-Hanna, Jessica - (jandrewshanna) <jandrewshanna@arizona.edu>  
**Sent:** Wednesday, February 24, 2021 7:44 PM  
**To:** Miller, Julie Elizabeth - (juliemiller) <juliemiller@arizona.edu>; Peterson, Mary A - (mapeters) <mapeters@arizona.edu>; Ricoy, Ulises - (ricoy) <ricoy@arizona.edu>; Zinsmaier, Konrad E - (kez4) <kez4@arizona.edu>  
**Cc:** Mary Peterson <mapeters@u.arizona.edu>; Van Sickler, Becca - (beccav) <beccav@arizona.edu>  
**Subject:** Re: Requesting permission to use NSCS courses for neuroscience minor

I also support the minor in neuroscience  
All the best,  
Jessica

---

Jessica Andrews-Hanna, PhD  
Assistant Professor, Department of Psychology; Cognitive Science Program  
Director, Neuroscience of Emotion & Thought (NET) Lab  
University of Arizona (Tohono O'odham & Pascua Yaqui Lands)

Pronouns: she, her, hers

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**From:** Miller, Julie Elizabeth - (juliemiller) <[juliemiller@arizona.edu](mailto:juliemiller@arizona.edu)>  
**Sent:** Wednesday, February 24, 2021 8:03 PM  
**To:** Peterson, Mary A - (mapeters) <[mapeters@arizona.edu](mailto:mapeters@arizona.edu)>; Ricoy, Ulises - (ricoy) <[ricoy@arizona.edu](mailto:ricoy@arizona.edu)>; Zinsmaier, Konrad E - (kez4) <[kez4@arizona.edu](mailto:kez4@arizona.edu)>  
**Cc:** Mary Peterson <[mapeters@u.arizona.edu](mailto:mapeters@u.arizona.edu)>; Van Sickler, Becca - (beccav) <[beccav@arizona.edu](mailto:beccav@arizona.edu)>; Andrews-Hanna, Jessica - (jandrewshanna) <[jandrewshanna@arizona.edu](mailto:jandrewshanna@arizona.edu)>  
**Subject:** Re: Requesting permission to use NSCS courses for neuroscience minor

I, too, as a member of the NSCS steering committee, support the minor in Neuroscience.

Julie

Julie E. Miller, Ph.D, Assistant Professor  
Shared, Depts. of Neuroscience and Speech, Language and Hearing Sciences  
Joint Appointment-Neurology  
Member, Bio5  
School of Mind, Brain & Behavior  
Member, Bio5 Institute  
Mailing Address: Dept. of Neuroscience, University of Arizona  
1040 E. 4<sup>th</sup> St., 611/PO Box 210077-0077  
Tucson, AZ 85721  
Work: (520) 626-0100  
E-mail: [juliemiller@email.arizona.edu](mailto:juliemiller@email.arizona.edu)  
<http://juliemiller.lab.arizona.edu>

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**From:** Peterson, Mary A - (mapeters) <[mapeters@arizona.edu](mailto:mapeters@arizona.edu)>  
**Sent:** Wednesday, February 24, 2021 4:54 PM  
**To:** Ricoy, Ulises - (ricoy) <[ricoy@arizona.edu](mailto:ricoy@arizona.edu)>; Zinsmaier, Konrad E - (kez4) <[kez4@arizona.edu](mailto:kez4@arizona.edu)>  
**Cc:** Mary Peterson <[mapeters@u.arizona.edu](mailto:mapeters@u.arizona.edu)>; Miller, Julie Elizabeth - (juliemiller) <[juliemiller@arizona.edu](mailto:juliemiller@arizona.edu)>; Van Sickler, Becca - (beccav) <[beccav@arizona.edu](mailto:beccav@arizona.edu)>; Andrews-Hanna, Jessica - (jandrewshanna) <[jandrewshanna@arizona.edu](mailto:jandrewshanna@arizona.edu)>  
**Subject:** Re: Requesting permission to use NSCS courses for neuroscience minor

As a member of the NSCS Steering committee, I approve the inclusion of some of the NSCS courses in the proposed Neuroscience minor.

Mary A. Peterson

Professor and Director, Cognitive Science Program  
Professor, Department of Psychology  
Professor, Evelyn F. McKnight Brain Institute

Chair, Cognitive Science Graduate Interdisciplinary Program  
<https://petersonlab.wixsite.com/visualperceptionlab>

Pronouns: She, her, hers

Mailing Address:  
Department of Psychology  
1503 E. University Blvd.  
University of Arizona  
Tucson, AZ 85721

Phone: 520-621-5365

FAX: 520-621-9306

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**From:** Ricoy, Ulises - (ricoy) <[ricoy@arizona.edu](mailto:ricoy@arizona.edu)>  
**Sent:** Wednesday, February 24, 2021 3:34 PM  
**To:** Zinsmaier, Konrad E - (kez4) <[kez4@arizona.edu](mailto:kez4@arizona.edu)>  
**Cc:** Mary Peterson <[mapeters@u.arizona.edu](mailto:mapeters@u.arizona.edu)>; Miller, Julie Elizabeth - (juliemiller) <[juliemiller@arizona.edu](mailto:juliemiller@arizona.edu)>; Van Sickler, Becca - (beccav) <[beccav@arizona.edu](mailto:beccav@arizona.edu)>; Andrews-Hanna, Jessica - (jandrewshanna) <[jandrewshanna@arizona.edu](mailto:jandrewshanna@arizona.edu)>  
**Subject:** Re: Requesting permission to use NSCS courses for neuroscience minor

Hi Konrad,

I support the minor in Neuroscience. Also, from the conversation today during the NSCS steering committee, everyone is on board as well. I will let them individually reply to this email thread so that all the emails can be included as part of the application.

Thanks, Ulises

Ulises Ricoy, PhD  
Associate Research Scientist  
Department of Neuroscience  
Faculty Director, Undergraduate Program  
In Neuroscience and Cognitive Science  
University of Arizona  
<http://nscs.arizona.edu/>  
The Grass Foundation Director of Outreach Initiatives  
<https://grassfoundation.org/>  
*Pronouns: He/His/Him*

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**From:** "Zinsmaier, Konrad E - (kez4)" <[kez4@arizona.edu](mailto:kez4@arizona.edu)>  
**Date:** Wednesday, February 24, 2021 at 3:25 PM  
**To:** "Ricoy, Ulises - (ricoy)" <[ricoy@arizona.edu](mailto:ricoy@arizona.edu)>

**Cc:** Mary Peterson <[mapeters@u.arizona.edu](mailto:mapeters@u.arizona.edu)>, "Miller, Julie Elizabeth - (juliemiller)" <[juliemiller@arizona.edu](mailto:juliemiller@arizona.edu)>, "Van Sickler, Becca - (beccav)" <[beccav@arizona.edu](mailto:beccav@arizona.edu)>, "Andrews-Hanna, Jessica - (jandrewshanna)" <[jandrewshanna@arizona.edu](mailto:jandrewshanna@arizona.edu)>

**Subject:** Requesting permission to use NSCS courses for neuroscience minor

Hi Ulises,

as you know, the Department of Neuroscience is working on offering a minor in Neuroscience. The minor will consist of 18 minimum credit hours designed to give students a strong foundational and broad exposure to the organization, development, and function of the nervous system in health and disease. I have attached an overview of the course program.

To move forward with our plan, I am asking whether it will be possible to list the courses NSCS 195A, 195B, 200, 307, 308, 311, 344, 440 for the neuroscience minor?

Please let me know if there are any questions.

Best,

Konrad

Konrad E. Zinsmaier, Ph.D.  
Professor of Neuroscience and Molecular & Cellular Biology  
Interim-Head, Dept. of Neuroscience  
Chair, GIDP in Neuroscience  
University of Arizona  
Department of Neuroscience  
Gould-Simpson Building 627  
P.O. Box 210077  
1040 E. 4th Street  
Tucson, AZ 85721-0077

phone: 520-626-1343

[email: kez4@email.arizona.edu](mailto:kez4@email.arizona.edu)

<https://neurosci.arizona.edu/person/konrad-zinsmaier-phd>

**From:** [Brooks, Catherine F - \(cfbrooks\)](#)  
**To:** [Zinsmaier, Konrad E - \(kez4\)](#)  
**Cc:** [Van Sickler, Becca - \(beccav\)](#)  
**Subject:** Re: Requesting permission to use ISTA courses for neuroscience minor  
**Date:** Wednesday, February 24, 2021 6:18:25 PM

---

I am very happy to support this, and very sorry for my delay. I seem to be very behind on my email box.

Do you need a memo from me?

I am in full support. Catherine

---

**From:** Zinsmaier, Konrad E - (kez4) <kez4@arizona.edu>  
**Sent:** Wednesday, February 10, 2021 12:05 PM  
**To:** Brooks, Catherine F - (cfbrooks) <cfbrooks@arizona.edu>  
**Cc:** Van Sickler, Becca - (beccav) <beccav@arizona.edu>  
**Subject:** Requesting permission to use ISTA courses for neuroscience minor

Dear Dr. Brooks,

the Department of Neuroscience is working on offering a minor in Neuroscience. The minor will consist of 18 minimum credit hours designed to give students a strong foundational and broad exposure to the organization, development, and function of the nervous system in health and disease. I have attached an overview of the course program.

To move forward with our plan, I am asking whether it will be possible to list the course ISTA 457 of your program as elective for the neuroscience minor?

Please let me know if you have any questions.

Best,  
Konrad

Konrad E. Zinsmaier, Ph.D.  
Professor of Neuroscience and Molecular & Cellular Biology  
Interim Head, Dept of Neuroscience  
Chair, GIDP in Neuroscience  
University of Arizona  
Department of Neuroscience  
Gould-Simpson Building 627  
P.O. Box 210077  
1040 E. 4th Street  
Tucson, AZ 85721-0077

**From:** [Worobey, Michael - \(worobey\)](#)  
**To:** [Zinsmaier, Konrad E - \(kez4\)](#)  
**Cc:** [Worobey, Michael - \(worobey\)](#); [Van Sickler, Becca - \(beccav\)](#); [Harrison, Lauren A - \(lashley\)](#)  
**Subject:** Re: Requesting permission to use ECOL courses for neuroscience minor  
**Date:** Wednesday, February 10, 2021 11:04:22 AM

---

Dear Konrad,

You bet: go for it.

Best,

Mike

On Feb 10, 2021, at 11:59 AM, Zinsmaier, Konrad E - (kez4)  
<[kez4@arizona.edu](mailto:kez4@arizona.edu)> wrote:

Dear Dr. Worobey,

the Department of Neuroscience is working on offering a minor in Neuroscience. The minor will consist of 18 minimum credit hours designed to give students a strong foundational and broad exposure to the organization, development, and function of the nervous system in health and disease. I have attached an overview of the course program.

To move forward with our plan, I am asking whether it will be possible to list the courses ECOL 346 and ECOL 487R/L of your program as electives for the neuroscience minor?

Please let me know if you have any questions.

Best,

Konrad

Konrad E. Zinsmaier, Ph.D.  
Professor of Neuroscience and Molecular & Cellular Biology  
Interim Head, Dept of Neuroscience  
Chair, GIDP in Neuroscience  
University of Arizona  
Department of Neuroscience  
Gould-Simpson Building 627  
P.O. Box 210077  
1040 E. 4th Street  
Tucson, AZ 85721-0077  
<Neuroscience Minor Draft.docx>

## Proposed Senate Resolution

### Background

Historically at the UA, we have left decisions on college representation on the university wide curriculum committees to the colleges. We do not intend to change that, but we do need to ensure the same mechanisms used to select representatives are followed by all colleges. To date, each college has approached the selection of representatives differently (and many just rely on appointments by the Dean). That practice has recently come under question as being contrary to our definition of shared governance representation as detailed in our Shared Governance MOU.

To address this, last year we had recommended (and Senate approved) that we require colleges to ensure that their representatives are selected through the mechanisms agreed to in our MOU on Shared Governance. These require that faculty representatives for shared governance either 1) be directly elected by their peers or 2) be appointed by an elected faculty officer or elected faculty body. However, we later rescinded that recommended change to the Bylaws on the advice of the committee chairs, who were concerned that they would be left with multiple vacancies if this occurred.

Recent controversy about shared governance participation in the General Education Refresh, however, has underscored the need for the shared governance pedigree of our three curriculum committees to be incontestable. To accomplish this and ensure our committees will be fully populated, we need to be certain all our colleges have the necessary structures to support a uniform approach to identifying shared governance representatives.

**UHAP 7.09 Resolution on College Governance** requires that “[e]ach college will have an advisory committee or council of faculty members, elected by the faculty of that college, to provide a voice for the faculty in the governance of that college.”

This Senate resolution would direct all colleges to establish an elected faculty advisory committee (if they do not have one already) to comply with UHAP 7.09 prior to the end of AY22. This will allow us to support a Bylaws change that would make these committees, in consultation with the chairs of the three curriculum committees, responsible (and accountable) for appointing college representatives. Such a change would ensure we have a uniform approach across colleges and that our curriculum committees are populated through uniform shared governance mechanisms.

While this approach by itself should improve trust in these committees from the college faculty and from Faculty Senate, we still suggest keeping one representative from Senate on each committee (rather than the two we previously approved). Limiting to one Senate representative should help us improve engagement with these committees without overly burdening senators.

**Resolution Text:**

Prior to AY23, all colleges shall establish an elected faculty advisory committee in accordance with UHAP 7.09 – Resolution on College Governance, for the purposes outlined in UHAP as well as to provide a uniform mechanism for appointing faculty shared governance representatives to university-wide shared governance curriculum committees.



## Policy Revision

<b>Policy Title</b>	Double Use of Courses (Double Dipping)		
<b>Policy Link</b>	<a href="https://catalog.arizona.edu/policy/double-use-courses-double-dipping">https://catalog.arizona.edu/policy/double-use-courses-double-dipping</a>		
<b>Rationale for Update</b>	Recent changes to this policy for General Education curriculum unintentionally removed student's ability to count Foundations Math and Second Language coursework toward major/minor requirements. This update rectifies that error so double dipping rules remain constant for Foundations coursework.		
<b>Contact Person for Questions</b>	Susan Miller-Cochran		
<b>Approvals Granted</b> <i>(for council use only)</i>	UGC Policies Subcommittee	Scheduled: e-vote, June 2021	Status: Approved 6/14/2021
	Undergraduate Council	Scheduled: e-vote, June 2021	Status: Approved 6/22/2021
	U-CAAC	Scheduled: 8/17/2021	Status: Approved 8/17/2021
	Faculty Senate	Scheduled:	Status:

### Policy Revision Side by Side

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

Existing Policy	Proposed Edit
<p><b>Double Use of Courses (Double Dipping)</b></p> <p>The use of courses to satisfy more than one requirement in the student's degree program (e.g., fulfilling both a major and a minor requirement; fulfilling both a General Education and a minor requirement, etc.) is subject to University General Education, college, and department policies on the double use of a course. See the General Education policy below. Check with your major AND minor advisors for clarification on the double use of any courses within your primary and secondary degree program and the double use of any courses between two degree programs.</p> <p><b>Double Use of General Education Courses</b></p> <p><b>For students who matriculated in Spring 2022 or beyond</b>, up to 9 units total may double count to fulfill requirements in a major, pre-major, or minor and General Education, <del>provided the units are taken in courses that are approved General Education</del> Exploring Perspectives or Building Connections courses. Up to three units in</p>	<p><b>Double Use of Courses (Double Dipping)</b></p> <p>The use of courses to satisfy more than one requirement in the student's degree program (e.g., fulfilling both a major and a minor requirement; fulfilling both a General Education and a minor requirement, etc.) is subject to University General Education, college, and department policies on the double use of a course. See the General Education policy below. Check with your major AND minor advisors for clarification on the double use of any courses within your primary and secondary degree program and the double use of any courses between two degree programs.</p> <p><b>Double Use of General Education Courses</b></p> <p>The following coursework may be used to fulfill General Education Foundations requirements while simultaneously fulfilling requirements in a major, pre-major, or minor:</p>

Existing Policy	Proposed Edit
<p>each of three courses (for 9 units total) may be used to fulfill General Education Exploring Perspectives or Building Connections requirements while simultaneously fulfilling requirements in a major, pre-major, or minor.</p> <p><b>For students who matriculated prior to Spring 2022,</b> courses used to fulfill the University-wide <u>General Education</u> Foundations, Tier One or Tier Two Requirements may <b>not</b> apply to a major, pre-major, or minor, with the following exceptions:</p> <ul style="list-style-type: none"> <li>Any Math or statistics course at or above the level of Calculus I (MATH 113, 122A/B, or 125) may also apply to a major or minor.</li> <li>The two higher level courses taken to satisfy the fourth-semester skill level of the Second Language Requirement for a B.A. degree may also apply to a major or minor (see <u>Courses Excluded from the Minor</u>).</li> <li>A maximum of two Tier Two courses may also be used to satisfy the minor requirements.</li> </ul> <p>Students should check with their major and minor <u>academic advisors</u>(<a href="#">link is external</a>) for clarification on the double use of any courses within their primary and secondary majors or minors and the double use of any courses between two degree programs.</p>	<ul style="list-style-type: none"> <li>Any Math or statistics course at or above the level of Calculus I (MATH 113, 122A/B, or 125) may also apply to a major, pre-major, or minor.</li> <li>The two higher level courses taken to satisfy the fourth-semester skill level of the Second Language Requirement for a B.A. degree may also apply to a major, pre-major, or minor (see <u>Courses Excluded from the Minor</u>).</li> </ul> <p><b>For students who matriculated in Spring 2022 or beyond,</b> up to 9 units total may double count to fulfill requirements in a major, pre-major, or minor and General Education Exploring Perspectives or Building Connections courses. Up to three units in each of three courses (for 9 units total) may be used to fulfill General Education Exploring Perspectives or Building Connections requirements while simultaneously fulfilling requirements in a major, pre-major, or minor.</p> <p><b>For students who matriculated prior to Spring 2022,</b> a maximum of two Tier Two courses may also be used to satisfy the minor requirements.</p> <p>Students should check with their major and minor <u>academic advisors</u>(<a href="#">link is external</a>) for clarification on the double use of any courses within their primary and secondary majors or minors and the double use of any courses between two degree programs.</p>

The shared governance approval of the revised General Education program at the University of Arizona involved two components: (1) approval of the revised program itself, and (2) approval of the University of Arizona policy revisions necessitated by the creation of a new General Education program.

## Streamlined Academic Program Approvals Process



A few things to note regarding the approval process are:

- Proposals are processed in parallel by the Undergraduate (or Graduate) College Academic Administrator's Council and the Undergraduate (or Graduate) Council, as well as the University Wide General Education Council (if applicable).
- As soon as a proposal passes through the appropriate College Academic Administrator's Council, it is forwarded (in parallel) to the ABOR Academic Affairs Subcommittee, and the University of Arizona Faculty Senate, for consideration at the next scheduled meeting for both groups. This has been the practice at the University of Arizona since 2018, and probably earlier.
- ABOR only asserts approval over a few categories of policy. Thus, most of the University of Arizona policy approvals are NOT forwarded to ABOR. This was the case for the policies revised as a part of the revised General Education program; they did NOT require ABOR approval.
- Course approvals do NOT go through this approval process, i.e., they are not reviewed by ABOR or by the University of Arizona Faculty Senate. New course approvals for non-General Education courses are processed by Curricular Affairs and the Office of the Registrar, and involve a 10-day campus-wide review. If concerns are brought up during the 10-day review cycle, Curricular Affairs attempts to work with the appropriate parties to resolve issues. New General Education courses are reviewed and approved by the University Wide General Education Council prior to the 10-day review cycle.

The 20 pages of forms required as a part of the University of Arizona full proposal approval process are attached in Appendix A, and the 2-page form required by ABOR is provided in Appendix B. Because significantly more information is required by the various committees involved in the internal University of Arizona approval process, the process of preparing the ABOR submission involves extracting relevant information from the internal documents.

## **Appendix**

### **A. Forms required by the University of Arizona**

- I. MAJOR REQUIREMENTS– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases\* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor/Master’s.

UNDERGRADUATE

Total units required to complete the degree	<b>EXAMPLE</b> 120
Upper-division units required to complete the degree	42
Foundation courses	
<a href="#">Second language</a>	2 <sup>nd</sup> Semester Proficiency
<a href="#">Math</a>	G-Strand

<a href="#">General education requirements</a>	<p>2 courses/ 6 units- Tier I 150 (INDV)  2 courses/ 6 units-Tier I 160 (TRAD)  2 courses/ 6 units-Tier I 170 (NATS)</p> <p>3 units-Tier II Arts  1 course/ 3 units-Tier II Humanities 1 course/ 3 units-Tier II Individuals and Societies  0 courses/0 units-Tier II Natural Sciences (per college exception)</p>
<p>Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p>Yes. Complete the following coursework:</p> <p>-CHEM 151 (4) General Chemistry I  -CHEM 152 (4) General Chemistry II</p> <p>Complete 1 course from the following:</p>
	<p>-PHYS 140 (3) Introductory Mechanics  -PHYS 141 (4) Introductory Mechanics</p>

List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)		-Complete all pre-major coursework with 2.5 GPA.  -Complete interview with department.  -Submit career path vision statement.
Major requirements		
Minimum # of units required in the major (units counting towards major units and major GPA)		56
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)		38
<a href="#"><u>Minimum # of residency units to be completed in the major</u></a>		18
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. 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.		List all required supporting coursework.  -MATH 129 (3) Calculus II  Complete 1 of the following: -PHYS 240 (3) Introductory Electricity and Magnetism -PHYS 241 (4) Introductory Electricity and Magnetism
Major requirements. List all major requirements		List all required major coursework.  For example:



including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major		
units and major GPA. Courses listed must include 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>Fire Services Core: Complete 2 courses (6 units)</p> <p>-(New)FIRE 345 (3) Introduction to Fire</p> <p>-(New) FIRE 346 (3) Advanced Fire</p> <p>Fire Management Electives: Complete 18 units from the following. Limit of 6 units from house-numbered coursework may be used towards this requirement :</p> <p>Select one emphasis from:</p> <p>Fire Management</p> <p>Fire Safety Education</p> <p>General</p>
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.		Yes. Complete 6 units: FIRE 493 (6) Fire Fighting Internship. Students complete internship at a fire station.
Senior thesis or senior project required (Yes/No). If yes, provide description.		Yes. Complete 6 units: FIRE 498 (6) Fire Senior Thesis
Additional requirements (provide description)		-Present Senior Thesis and Internship experience at departmental conference.
Minor (specify if optional or required)		Optional

Any <a href="#">double-dipping restrictions</a> (Yes/No)? If yes, provide description.		Yes, major core courses not permitted to double-dip.
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## GRADUATE

Total units required to complete the degree		<b>EXAMPLE</b> 60
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Pre-admissions expectations (i.e., academic training to be completed prior to admission)		Earned bachelor's degree; training in field; statement of purpose
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. 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>Complete 12 units of core coursework:</p> <ul style="list-style-type: none"> <li>-ECOL 547 (3) Introduction to Theoretical Ecology</li> <li>-ARE 631 (3) Arts-based Research</li> <li>-MAS 587 (3) Chicana Gender Perspectives</li> <li>-DNC 500 (3) Dance and Culture</li> </ul> <p>Complete 18 units of electives from the following list. At least 3 units must be internship or practicum. Limit of 9 units of independent study may be used towards this requirement.:</p> <p>Complete 12 units of theory and method coursework from the following list:</p> <p>Complete 18 units of dissertation :</p>
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.		Yes. Students complete 12 units of theory and method in the field.

Internship, practicum, applied course requirements (Yes/No). If yes, provide description.		Yes. Students complete 3 units of an internship or practicum in the field.
Master thesis or dissertation required (Yes/No). If yes, provide description.		Yes. Students complete 18 units of dissertation.
Additional requirements (provide description)		Written and oral comprehensive examinations  Oral dissertation defense
Minor options (as relevant)		No required minor options. Open options.

\*Emphases are officially recognized sub-specializations within the discipline. [ABOR Policy 2-221 c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

- II. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add or remove rows to the table, as needed.

Course prefix and number (include crosslistings)	Units	Title	Pre-requisites	Modes of delivery (online, inperson, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)

[illegible]

V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed. Is a new prefix needed? If yes, see below table.

[illegible]

\*In development (D); submitted for approval (S); approved (A)

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

- VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”. Contact [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or Box folder link
EX: Joan Smith	Teach FIRE 388	Box folder link
EX: Mike Smith	Teach FIRE 387, Faculty advisor, Internship supervisor	UA Vitae link

- VII. GRADUATION PLAN – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: please complete [Addendum D: 4-Year Plan for Degree Search](#). Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2).* Add rows as needed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Total		Total		Total		Total	

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Total		Total		Total		Total	

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

Program: BA Political Science

Learning Outcome #1: Students will be able to critically analyze political information given an important issue in modern U.S. society.
Concepts: Students will apply political science concepts learned in core courses.
Competencies: Students will demonstrate critical analysis skills.
Assessment Methods: This outcome will be assessed in the Capstone course portfolio and an Exit Survey distributed to graduating students.
Measures: An analytic rubric will be used to evaluate this outcome in the Capstone course portfolio. Students will be asked to self-assess their attainment of this outcome.
Learning Outcome #3: Students will be able to communicate effectively orally and in writing.
Concepts: Students will effectively communicate political science concepts learned in core courses.
Competencies: Students will demonstrate effective written and oral communication skills.
Assessment Methods: This outcome will be assessed in the Capstone course portfolio and an Exit Survey distributed to graduating students.
Measures: An analytic rubric will be used to evaluate this outcome in the Capstone course portfolio. Students will be asked to self-assess their attainment of this outcome.
Learning Outcome #
Concepts:
Competencies:
Assessment Methods:
Measures:
Learning Outcome #
Concepts:



Competencies:
Assessment Methods:
Measures:
Learning Outcome #
Concepts:
Competencies:
Assessment Methods:
Measures:
Learning Outcome #
Concepts:
Competencies:
Assessment Methods:
Measures:
Learning Outcome #
Concepts:
Competencies:
Assessment Methods:
Measures:

- IX. PROGRAM ASSESSMENT PLAN- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
<b>EXAMPLE:</b> Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
<b>EXAMPLE:</b> Academic Program Review	Reviewers' responses	Every 7 years

- X. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students					

Data/evidence used to determine projected enrollment numbers:

- XI. ANTICIPATED DEGREES AWARDED- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Degrees					

Data/evidence used to determine number of anticipated degrees awarded annually:

- XII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.
- IX. Program Fees and Differential Tuition (PFDT) Request – For implementation of fees, you must work with [University Fees](#). The annual deadline is December 1. For any questions, please contact the [University Fees Program Manager](#).

Appendix A. Minor or Master's Requirements. Complete if requesting a corresponding minor/master's. Delete **EXAMPLE** column and verbiage as it applies to your level degree (i.e., undergraduate vs graduate) before submitting.

MINOR

Minimum total units required	<b>EXAMPLE</b>	18
Minimum upper-division units required		9

Total transfer units that may apply to the minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	<ul style="list-style-type: none"> <li>-Meet with departmental interview committee</li> <li>-Complete all pre-requisite coursework</li> </ul>
Minor requirements. List all 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	<p>List all required coursework. For example: Actuary core: Complete 2 courses (6 units):  <ul style="list-style-type: none"> <li>-(NEW) ACTU 123 (3) Introduction to Actuarial Sciences</li> <li>-(NEW) ACTU 345 (3) Advanced Actuarial Methods</li> </ul>   Actuary Electives: Complete 12 units from the following:</p>

number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. Complete 3 units of internship or practicum with a local firm.
Additional requirements (provide description)	Complete and submit "Actuary Minor Reflection Paper"
Any <a href="#">double-dipping restrictions</a> (Yes/No)? If yes, provide description.	Yes, minor coursework may not double dip with another minor.

MASTER'S

Degree type		EXAMPLE Master of Science
Available for direct admission (Yes/No)? If yes, provide pre-admission expectations.		Yes, earned bachelor's degree; training in field; statement of purpose
Total units required to complete degree		30
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. 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>Complete 12 units of core coursework:</p> <ul style="list-style-type: none"> <li>-ECOL 547 (3) Introduction to Theoretical Ecology</li> <li>-ARE 631 (3) Arts-based Research</li> <li>-MAS 587 (3) Chicana Gender Perspectives</li> <li>-DNC 500 (3) Dance and Culture</li> </ul> <p>Complete 3 units of methodology from the following list:</p> <p>Complete 9 units of electives from the following list. At least 3 units must be internship or practicum. Limit of 3 units of independent study may be used towards this requirement.:</p> <p>Complete 6 units of master thesis:</p>

Research methods, data analysis, and methodology requirements. (Yes/No). If yes, provide description.		Yes, complete 3 units of methodology coursework.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.		Yes, complete at least 3 units of internship at an organization in the field of study.
Master thesis required (Yes/No). If yes, provide description.		Yes, complete 6 units of master thesis.
Additional requirements (provide description)		Written comprehensive examination. Oral defense of master thesis.
Minor options (as relevant)		Minor not required. Open options.

Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as “ \_\_\_\_\_ Emphasis”. Delete **EXAMPLE** row before submitting.

Emphasis	Print on transcript	Print on diploma
<b>EX:</b> Fire Safety	Yes	Yes





# BUDGET PROJECTION FORM

Name of Proposed Program or Unit:

Budget Contact Person:	Projected		
	1st Year 20__ - 20__	2nd Year 20__ - 20__	3rd Year 20__ - 20__
<b>METRICS</b>			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
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			
<b>FUNDING SOURCES</b>			
<b>Continuing Sources</b>			
UG RCM Revenue (net of cost allocation)			
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			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
<b>Total Continuing</b>	\$ -	\$ -	\$ -
<b>One-time Sources</b>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
<b>Total One-time</b>	\$ -	\$ -	\$ -
<b>TOTAL SOURCES</b>	\$ -	\$ -	\$ -
<b>EXPENDITURE ITEMS</b>			
<b>Continuing Expenditures</b>			
Faculty			
Other Personnel			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
<b>Total Continuing</b>	\$ -	\$ -	\$ -
<b>One-time Expenditures</b>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
<b>Total One-time</b>	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ -
<b>Net Projected Fiscal Effect</b>	\$ -	\$ -	\$ -

**B. Form required by ABOR for New Program Approval**

## Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at [helen.baxendale@azregents.edu](mailto:helen.baxendale@azregents.edu)

**University:**

<b>Name of Proposed Academic Program:</b>
<b>Academic Department:</b> The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).
<b>Geographic Site:</b> The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.
<b>Instructional Modality:</b> The primary modality of the academic program (i.e. immersion, online, hybrid).
<b>Total Credit Hours:</b> The number of credit hours required to complete the academic program
<b>Proposed Inception Term:</b> The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).
<b>Brief Program Description:</b> A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.
<b>Learning Outcomes and Assessment Plan:</b> Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.
<b>Projected Enrollment for the First Three Years:</b> Please provide anticipated enrollment numbers for each of the first three years of the proposed program
<b>Evidence of Market Demand:</b> Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. If job market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.
<b>Similar Programs Offered at Arizona Public Universities:</b>

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

**Objection(s) Raised by Another Arizona Public University?** YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

**If Yes, Response to Objections:**

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

**Plan to Request Program Fee/Differentiated Tuition?** YES NO

**Estimated Amount:**

**Program Fee Justification:**

If planning to levy a program fee, please justify the estimated amount.

Note: The fee setting process requires additional steps, and forms need to be completed. Please work with your university and the ABOR Finance team ([Leatta.McLaughlin@azregents.edu](mailto:Leatta.McLaughlin@azregents.edu)) to complete a fee request.

**Specialized Accreditation?** YES NO

**Accreditor:**

The name of the agency or entity from which accreditation will be sought

# General Education Refresh

## Informational Materials compiled for Faculty Senate

Jointly prepared by;

The Office of General Education (OGE)  
 Susan Miller-Cochran, Executive Director of General Education  
 Greg Heileman, Vice Provost of Undergraduate Education

Context for Request from Faculty Senate;

- ❖ [Motion passed by Faculty Senate on 10/4/21](#)
- ❖ [Charge from Faculty Senate leadership to Office of General Education](#)

*In the table below, we aim to provide succinct responses to specific questions / concerns, with links out to supplemental information which resides online and at the end of this document for those who want to explore more deeply.*

Questions identified from Faculty Senate discussions	Responses
What was the approval process for the new GE Program, and why was the documentation presented to ABOR different from that presented to the Faculty Senate?	<p>The approval process for the new GE Program was the same as for all other academic programs at UArizona, both internally and at ABOR. As always, the documentation provided to Faculty Senate (~20 page template) and to ABOR (~2 page template) differed, since the two bodies have different requirements and formats for the information provided for review. In addition, and again as usual, each step of the approvals process can (and should) generate improvements to the documentation, which are incorporated for the successive review steps.</p> <ul style="list-style-type: none"> <li>● See additional document, “Academic Program and Policy Approval Processes”</li> <li>● <a href="#">Gen Ed Approval Timeline</a> (link with meeting dates and documentation)</li> <li>● <a href="#">Comparison of ABOR and Senate versions of GE proposal</a> (link)</li> </ul>
How have faculty been involved in the GE Program and Curriculum Design?	<p>Widely distributed invitations have been issued to our faculty for input and involvement at many stages of GE Program development process over the past 3+ years, and a great many faculty members answered those calls, as listed herein. These faculty, many of whom have deep experience with GE Programs here and elsewhere, have provided extraordinary insights to guide the shape and structure of the new GE Program, for which we are grateful.</p> <ul style="list-style-type: none"> <li>● List of Faculty Involved             <ul style="list-style-type: none"> <li>○ <a href="#">Senior faculty involved in curriculum and policy development, January 2020-April 2021</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <a href="#">Fall 2019 Faculty Focus Group Attendance</a></li> <li>○ <a href="#">Spring 2018 General Education Task Force Members</a></li> <li>● Meetings related to General Education <ul style="list-style-type: none"> <li>○ <a href="#">List of meetings and presentations</a></li> <li>○ <a href="#">Faculty development events</a></li> </ul> </li> <li>● <a href="#">Email Invitation to Participate in Spring 2020 Task Force, sent to participants in Fall 2019 Focus Groups and Strategic Planning Group</a></li> </ul>
What are the Program Requirements for the new GE Program?	<p>Please see the Program summary, and the process for proposing a new GE course, online at these links;</p> <ul style="list-style-type: none"> <li>● <a href="https://ge.arizona.edu/curriculum/glance">https://ge.arizona.edu/curriculum/glance</a></li> <li>● <a href="https://ge.arizona.edu/propose-course/self-paced-quick-start">https://ge.arizona.edu/propose-course/self-paced-quick-start</a></li> </ul>
How does the new GE Program continue to value “knowledge,” in addition to “perspectives”?	<p>Knowledge acquisition remains a cornerstone of the GE Program, as it is within the majors. A core objective of the new GE Program is to move students along the pathway from being “knowledge consumers” to “knowledge creators,” and learning to reason is the mechanistic pathway to doing so, as is made clear in the QuickStart training. Reasoning is thus emphasized in the GE Program, and by doing so, we seek to have students understand the very perspectives, methodologies and ways of thinking that facilitate the understanding and creation of knowledge. Knowledge understanding and creation is at the heart of active learning, collaborative learning, and the perspective-taking framing of this curriculum. Reasoning without knowledge is like up without down. What is important here is that older approaches in education—such as memorizing knowledge without investigating the ways it has been generated and without understanding the ways of thinking in a field of study—are known to be less effective if the goal is to create the knowledge creators of the future. Accordingly, these approaches are deemphasized in the new GE Program.</p>
Does the new GE Program devalue natural sciences?	<p>The new GE Program requires fewer credit hours than the old program, which will make it more straight forward for students to meet the GE requirements to graduate, and to promote broader exploration within majors and minors. The new GE Program thus has fewer required units across all of the major disciplinary areas of Natural Sciences, Humanities, Fine Arts, and Social Sciences. Each of those disciplinary areas has one required three-unit “Exploring Perspectives” course in the new Program. Then, the “Building Connections” area provides great opportunities for innovation and for attracting students to different disciplines through interdisciplinary approaches. Additionally, the new GE Program has an intentional focus on Quantitative Reasoning, an area that faculty from the College of Science have long argued for in GE.</p>
How will the new ABOR requirements for American Institutions / Civic Knowledge be assessed?	<p>No assessments for American Institutions and Civic Knowledge have been developed yet on campus or in collaboration with our sister institutions. The writing and quantitative reasoning assessments were prioritized by ABOR, and the civic knowledge and critical thinking</p>

	<p>assessment design process will follow. We anticipate this important work will happen within the next 1-2 years. We plan to form a faculty task force with experts from the various disciplinary areas listed in the ABOR policy to guide and design the assessment (notably, American government, law, and economics). We will also be addressing oral communication, although ABOR is not requesting a separate assessment for this area. These will not be attributes but rather areas that are addressed systematically throughout the curriculum.</p> <p><i>Faculty Senators, faculty, and department and college administrators are asked to recommend colleagues who might participate in the development of civic knowledge, critical thinking, and oral communication in GE.</i></p>
How are Assessments being developed and conducted?	<p>ABOR requires that the three universities collaborate on the design of assessments of the following areas of student learning:</p> <ul style="list-style-type: none"> <li>• Written Communication (assessment to be launched in Fall 2021)</li> <li>• Quantitative Reasoning (expected 2022)</li> <li>• Critical Thinking (expected 2023)</li> <li>• Civic Knowledge (expected 2024)</li> </ul> <p>Subject matter and assessment experts from all three universities have met regularly since April 2020 to work on designing the assessments, starting with Written Communication.</p> <p>They will be launched in consecutive years and then rotated in order so that one assessment is conducted each year and reported to the Regents on an ongoing basis.</p> <p>See more information at <a href="#">General Education Assessment Plan</a> (link).</p>
What is the timeline of Implementation?	<p>The process for revising General Education formally began at the end of fall 2017 when Gail Burd developed a Task Force to discuss the possibility of revising General Education.</p> <p>Full rollout was originally scheduled for Fall 2021, but was delayed until Spring 2022 due to the pandemic.</p> <ul style="list-style-type: none"> <li>• The Spring rollout has allowed for a “soft launch” with a smaller number of students and courses.</li> <li>• To date, 45 courses have been revised and readied for Spring 2022.</li> <li>• All new students starting in Spring 2022 will be within the new GE Program. Existing students will continue to be within the old GE Program, with its requirements.</li> </ul>
How can the campus learn about course approvals?	<p>As previously, new courses are proposed by faculty and reviewed / approved by the faculty who sit on <a href="#">UWGEC</a>.</p> <ul style="list-style-type: none"> <li>• <a href="#">Joan Curry’s UWGEC update to Faculty Senate on Oct. 4, 2021</a> (link to slides).</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">GE Newsletters</a> (link).</li> <li>• <a href="#">Proposal for monthly communication</a>: to improve clarity and breadth of communications, course proposal and approvals updates will shortly be made available on GE website and sent to Senate, UCAAC, and Heads Up on a monthly basis.</li> </ul>
How long does the Quick Start training for faculty / instructors take on average?	<p><a href="#">Average time spent on Quick Start</a> online training is 6.4 hours (link to graph), but can be as little as 2 hours.</p> <ul style="list-style-type: none"> <li>• As of 10/22/21, 145 faculty have completed the Quick Start Live Online.</li> <li>• As of 10/22/21, faculty representing 250 courses have participated in the Self-Paced Quick Start, 88 of those courses have been submitted for approval, and 162 individual faculty are registered for the Self-Paced Quick Start for proposal submission.</li> </ul>
<p>What are the budget implications arising from the new GE Program?</p> <ul style="list-style-type: none"> <li>• Impact on colleges?</li> <li>• UNIV 101/301 budget?</li> <li>• OGE Budget?</li> </ul>	<p><i>Note: Detailed questions about projections under AIB are outside of the scope of the Office of General Education and should be directed to the CFO's office.</i></p> <ul style="list-style-type: none"> <li>• The impacts of the new GE Program on College budgets are expected to be rather small. The same Colleges that deliver many GE CHs will continue to do so, and adjustments in degree programs in response to the smaller GE Program CH requirements will balance out other changes in many cases. That said, we will be watching actual data carefully and adjusting projections regularly in case of unexpected budget implications at the College level.</li> <li>• OGE is charged with oversight of enrollment management and data tracking for the new GE Program, working in tight collaboration with College leaders to share data and projections to support timely decision making.</li> <li>• The budgetary plan for UNIV 101/301 is currently under development.</li> <li>• The budget for the Office of General Education is \$1.5M annually. (See <a href="#">OGE Budget</a>)</li> </ul>



# SUPPLEMENTAL MATERIALS

## Motion Passed by Faculty Senate

Faculty Senate passed a motion on 10/4/21 that requested the following materials:

1. All plans developed in the Gen Ed Office,  
*Aside: Many core elements of planning for the revision of Gen Ed preceded the formation of the Gen Ed Office. The Gen Ed Office was established in November 2019 as part of the university's Strategic Plan.*
2. All program requirements,  
*Note: all program requirements can be found at the following website:*  
<https://ge.arizona.edu/curriculum/glance>
3. All versions of documentation presented and commitments made to ABOR about American Institutions and Civil Discourse, including with ABOR staff.
4. The organizational and budgetary implications of the Gen Ed Refresh and the new Gen Ed Office.

## Charge from Faculty Senate leadership to Office of General Education

Faculty Senate leadership requested the following to be presented to Faculty Senate for its November 1, 2021 meeting (with all materials provided one week in advance):

- ❖ Overview of academic program approval process and workflow.
- ❖ Gen Ed approval timeline.
- ❖ Relevant Senate and ABOR presentations of Gen Ed, including overview of differences between the two with an explanation.
- ❖ Relevant Gen Ed budget information.
- ❖ UWGEC update on courses approved to date, and the composition of the curriculum committees involved.

## Comparison of ABOR and Senate versions of GE proposal

April 5, 2021 Faculty Senate meeting: [General Education Refresh materials](#)

May 27, 2021 Academic Affairs and Educational Attainment Committee meeting: [Final Board Book](#) (pages 103-115 in PDF)

Differences:

- **Organization:**
  - What is under “GE Refresh: Aims and Motivators for Change” in Senate materials is divided across Background / History, Discussion, and Brief Program Description in ABOR materials. Revisions were made to clarify items that were unclear in Senate materials
  - “Changes to GE Curriculum” in Senate Materials are under Brief Program Description in Executive Summary in ABOR materials.
  - Upon recommendation from Vice Provost Heileman and recommendation of ABOR staff, the organization of the proposal was changed to follow Learning Outcomes instead of

curriculum requirements. Each Learning Outcome needed to list Concepts; Competencies, Knowledge, and Skills; and Assessments, ensuring that all elements of the curriculum are in alignment. This content is listed in the Senate materials in the Outcomes, Curricular Map, and Assessment Plan.

- **American Institutions/Civic Knowledge:**

- To be clear, no assessments have been developed yet on campus or in collaboration with other institutions through ABOR. We anticipate that will happen within the next 1-2 years, and we will form a faculty task force with experts from the various disciplinary areas listed in the ABOR policy to consult on and design the assessment (notably, American government, law, and economics). The writing and quantitative reasoning assessments were prioritized by ABOR, and the civic knowledge and critical thinking assessments are yet to be designed. While the American Institutions/Civic Knowledge assessment is listed for Outcomes 2 and 4 in the Senate materials, it is only described in the Assessment Plan for Outcome 4 because we have not formed a faculty group to work with ABOR to design the assessment. We anticipated the assessment might also address Outcome 2. In the ABOR materials, after receiving staff feedback about the need to project where the civic knowledge assessment and requirements fit more specifically and talking through where it might best fit, we listed it for Outcomes 3 and 4.
- In the description of Outcome 3 assessments in the ABOR materials, we described a First-Year civic knowledge assessment and an ABOR assessment of civic knowledge. Neither of these have been designed yet, but we anticipate the first-year assessment to be a brief self-assessment that helps direct students toward courses in GE that cover the topics related to civic knowledge and American institutions that students identify as areas of need in their learning. This assessment would be developed in coordination with disciplinary faculty in these areas. This is described on page 9 of 13 in the ABOR materials.

## **Senior Faculty involvement in Curriculum and Policy Development, January 2020-April 2021**

Senior faculty were involved in each step of the process. The list of faculty involved in the GE Refresh design and implementation were provided by Susan Miller-Cochran, Executive Director for GE.

With regard to tenured faculty involvement, I'll divide this list into those who participated in 1. the spring 2020 working groups and spring/summer 2020 summits, 2. the members of UWGEC who drafted and vetted all of the GE policies, and 3. the members of UGC who carefully combed through policies and vetted requested revisions.

### **1. SPRING/SUMMER 2020 WORKING GROUPS AND SUMMITS**

Faculty who participated in weekly working groups on Curriculum, Infrastructure, Quality of Teaching and Learning, and Communication in Spring 2020 are listed below.

Tenured professors:

Natasha Warner (SBS)  
Colin Blakely (Fine Arts)  
Patricia Lebensohn (Medicine)  
Joan Curry (CALS)  
Jessica Summers (Education)

Kim Jones (Humanities)  
Nolan Cabrera (Education)  
Diana Liverman (SBS)  
Chris Segrin (SBS)  
Michael Mulcahy (Fine Arts)  
Roger Miesfeld (Science)  
Faten Ghosn (SBS)  
Susan Miller-Cochran (SBS)

Continuing Status:

Aimee Mapes (SBS)  
Lisa Elfring (Science)

Additionally, two tenured faculty oversaw Gen Ed as co-owners of Pillar 1 in the Strategic Plan throughout this stage of development (overseeing budget, program design, Strategic Plan fit):

Judd Ruggill (Humanities)  
Amy Kimme Hea (SBS)

We also had six tenure-track Assistant Professors who actively participated in the weekly working groups in Spring 2020.

## **2. FALL 2020: UWGEC POLICY DRAFTING**

Tenured faculty involved in biweekly meetings to draft new GE policies in Fall 2020 (approximately 8 meetings during the semester, along with working groups in between meetings):

Maha Nassar (SBS)  
Mark Stegeman (Eller)  
Kim Jones\* (HUM)  
Colin Blakely\* (replaced by Paul Ivey in fall 2021) (FA)  
Kyle Diroberto  
Joan Curry\* (CALS)

Ex Officio:

Susan Miller-Cochran\* (SBS)  
Nolan Cabrera\* (Education)

## **3. SPRING 2021: UGC POLICY REVISIONS**

Gen Ed Refresh personnel met with UGC multiple times from January-April 2021 to finalize policies for GE.

Note: Most work was with the Curriculum & Policies Sub-Committee. UGC's feedback significantly shaped the final curricular plan. Tenured faculty in these discussions included:

Neel Ghosh  
Barbara Citera  
David Graizbord  
Kelly Leslie  
Shujuan Li  
Todd Lutes  
Suzie Weisband  
Molly Bolger  
Joan Curry\*

Leslie Dennis  
Roman Lysecky  
Moe Momayez  
Richard Vaillancourt

\* Indicates a repeated name

## Fall 2019 Faculty Focus Group Attendance

In Fall 2019, 83 faculty and administrators attended focus groups facilitated by Elliott Cheu, Susan Miller-Cochran, and Elaine Marchello. Email invitations went out to all recipients of the Gen Ed newsletter.

Attendees included:

Charlette Padilla	Tom Miller	Gail Burd
Michael McKisson	Colin Blakely	Ed Prather
Angela Kaczowka	Sara Gulgus	Rick Yngre
Brian Moon	Mamadou Baro	Ashlee Linares-Gaffer
Russell Toomey	Stacey Tecot	Robert Stephan
Chris Impey	David Yarnelle	Jackie Maximillion
Jen Croissant	Maha Nassar	Christopher Robertson
Robert Henderson	Alison Jameson	Mary Koithan
Ted Laetsch	Kirssa Ryckman	Dieter Steklis
Alison Futrell	Ben Jens	Netzin Steklis
Kayle Skorupski	John Leafgren	Barbara Mills
Fiona McCarthy	Jennifer Donahue	Chris Segrin
Katy Prudic	Kim Jones	Jo Korchmaros
Paul Gordon	Partrick Harless	Patty Sias
Lisa Elfring	Karen Zimmerman	Colleen Lucey
Brian Silverstein	Leila Hudson	Jennifer Ravia
Aimee C Mapes	Kyle DiRoberto	Matthew Ostermeyer
Antonio Jose Silva	Steve Kortenkamp	Brooke Grucella
Amy Kimme Hea	Melissa Goldsmith	Faten Ghosn
Antonio Estrada	Sara McCallum	Cecile McKee
Mike Staten	Rob Groves	Luis E. Coronado Guel
Al Classen	Steph Brown	Judd Ruggill
Praise Zenenga	Tim Ottusch	Denis Provencher
John Pollard	Adam Clark	Philip Stoker
Eric Plemons	Natasha Warner	Andrew Comrie
David Pietz	Jane Hunter	Karen Seat
Jeremy Vetter	Stacey Cochran	Liesl Folks
David Ortiz Jr	Arin Haverland	Diana Liverman

Additional data collected from focus group sessions available upon request.

## Spring 2018 General Education Task Force Members

List of members of General Education Task Force team (taken directly from August 2018 report from Task Force):

### Leadership Team:

- Lucinda Rankin, PhD.**<sup>2</sup> (Chair; Associate Director, Physiology Undergraduate Program; Lecturer, Physiology, College of Medicine)
- James Baygents, PhD** (Co-Chair; Associate Dean, Academic Affairs-College of Engineering; Associate Professor, Chemical and Environmental Engineering; College of Engineering)
- Hunter, Jane Ph.D., PMP** (Co-Chair; Director, Academic Resources & Special Projects; Office of the Provost)

### Task Force Members:

- Fabian R Alfie, PhD.** (Professor, French and Italian; College of Humanities)
- Merdith Aronson, PhD.** (Manager of Integrated Advising Analytics; Office of Academic Affairs)
- Roxie L. Catts, M.Ed.**<sup>2</sup> (Director, Advising Resource Center; Academic Affairs, Office of the Provost)
- Lisa Elfring, PhD.** (Assistant Vice Provost, Office of Instruction/Assessment; Associate Professor, BIOS Institute)
- Melissa A. Fitch, Ph.D.**<sup>2</sup> (Associate Dean of Academic Affairs, The Honors College; University Distinguished Professor of Latin American Cultural Studies; College of Humanities)
- Thomas A Fleming PhD.**<sup>1</sup> (Astronomer, Steward Observatory; Senior Lecturer, Astronomy; College of Science; Chair, UWGEC)
- Amy V Fountain, PhD.**<sup>1</sup> (Associate Professor, Linguistics; College of Social & Behavioral Sciences)
- Elaine V Marchello, PhD.**<sup>1</sup> (Assistant Director, Assessment, Office of Instruction and Assessment)
- Barbara (Bobbi) Mckean, PhD.**<sup>2</sup> (Faculty Director of General Studies; Associate Professor, Theatre; College of Fine Arts)
- Susan Miller Cochran, PhD.**<sup>1</sup> (Professor, English; Director of the Writing Program; College of Social and Behavioral Sciences)
- William T Neumann, PhD.**<sup>2</sup> (Professor of Practice, Management Information Systems; Eller College of Management)
- Pamela A Perry, PhD.** (Senior Associate Dean for Undergraduate Programs; Eller College of Management)
- John R Pollard, PhD.** (Assistant Dean for Academic Affairs, UA Honors College; CUES Fellow; Associate Professor of Practice, Department of Chemistry and Biochemistry; College of Science)
- Dennis T Ray, PhD.**<sup>2</sup> (University Distinguished Professor, Professor of Plant Sciences and Natural Resources and the Environment; College of Agriculture and Life Sciences)
- Lilly Weyers**<sup>1</sup>, (Senior, undergraduate student, College of Science)
- University Wide General Education Committee present<sup>1</sup> or past<sup>2</sup> member

*Note: because of space and time constraints, we limited the number of meetings we listed*

### 2018

Spring 2018: Task Force (link to final report)

Summer 2018: AAC&U General Education Institute (link to final report)

## **2019**

Spring and Fall weekly Strategic Planning meetings for General Education hosted by the President, Elliott Cheu, Gail Burd

October 2019: Faculty Focus Groups

October 2019 HLC Assessment Academy Team: Gail Burd, Susan Miller-Cochran, Lisa Elfring, Elaine Marchello, Jim Hunt

11/14/19: Kevin Bonine, COS and Biosphere 2

11/26/19: Meeting about possible WAC Director position through Strategic Plan

## **2020**

Jan. 7, 2020: Deans' Council presentation (WAC)

Jan. 14, 2020: Full day summit to launch GE Refresh (50 participants)

Week of Jan. 27, 2020: Four GE task forces begin meeting weekly throughout Spring 2020 to discuss curriculum, infrastructure, communication plan, and how to improve quality of teaching and learning

Jan. 28, 2020: Senior Leadership Team

Feb. 10, 2020: Meeting with UITS about UAccess

Feb. 20, 2020: ABOR committee, discussion about portfolio-based assessment

Mar. 3, 2020: Deans' Council presentation

Mar. 5, 2020: Heads Up Steering Committee

Mar. 5, 2020: Registrar's Office

Mar. 10, 2020: ABOR Assessment meeting with three universities (discussion of scope of charge, decide to begin with written communication)

Mar. 23, 2020: GE Summit meeting (~50 faculty and staff) to report on four task forces' progress

April 15, 2020: Provost's Council Presentation

April 20, 2020: Admissions update

May 4, 2020: Faculty Senate Presentation

May 7, 2020: GE Summit meeting (~50 faculty and staff) to report on final products of spring task forces

May 26, 2020: Senior Leadership Team presentation

May 26, 2020: U-CAAC presentation

June 4, 2020: Heads Up Steering Committee

June 17, 2020: ABOR Assessment

June 17, 2020: UA Global

June 19, 2020: OIA

July 1, 2020: Pima CC presentation

July 22, 2020: ABOR Assessment

July 24, 2020: Heads Up presentation

August 3, 2020: Faculty Senate presentation--canceled because of limited time

August 25, 2020: UGC presentation

Sept. 14, 2020: Faculty Senate presentation

Oct. 19, 2020: Consultation with Academic Affairs about the approval process for GE

Multiple usability studies with students regarding GE registration process

Three summit meetings (March, May, August) with ~50 faculty

Spring, 2020: Weekly Implementation team meetings begin

Nov. 30, 2020: Transfer Policies Meeting

Dec. 9, 2020: Meeting with UA Global

## **2021**

Jan. 5, 2021: Trellis Training

Jan. 7, 2021: Gen Ed Communications (with Pila Martinez)

Jan. 12, 2021: Transfer Policies Meeting

Jan. 13, 2021: Informal meeting with ABOR Sub-Committee

Jan. 25, 2021: Meeting UAAC

Feb. 2, 2021: Navigation Tool Meeting

Feb. 3, 2021: Meeting with College of Education Committee

Feb. 5, 2021: SBS Advisors Meeting

Feb. 11, 2021: Follow-Up Transfer Policies Meeting

Feb. 17, 2021: Gen Ed Navigation Tool Meeting

Feb. 18, 2021: Meeting with CALS Advisors

March 2, 2021: General Education Brand / Name Meeting (with Christie Harper)

March 11, 2021: Meeting with SBS Advisors (Part 1)

March 11, 2021: Navigation Tool Considerations

March 11, 2021: Transfer Policies Discussion

March 18, 2021: Navigation Tool Redesign Brown Bag

March 19, 2021: Quick Start Soft Pilot Focus Group

March 23, 2021: Meeting with CALS Advisors

March 25, 2021: Transfer Credit "Behind the Scenes"

March 29, 2021: Presentation to Students' Working Group, Financial Sustainability Task Force

March 30, 2021: Meeting with Maricopa County Community College District (Part 1)

March 31, 2021: Provost's Website Meeting (with Nina Bates)

April 9, 2021: Communicating Gen Ed with students and advisors (with Laura Ulrich)

April 13, 2021: Presentation to Faculty and Future Faculty Development Team (OIA)

April 16, 2021: CALS GE Taskforce Revamp Meeting

April 27, 2021: Meeting with Maricopa County Community College District (Part 2)

June 18, 2021: AAC&U HIP Institute Cluster Presentation, Learning ePortfolios in GE

June 30, 2021: Navigation / Planner Tool Ideation Meeting

July 14, 2021: Trellis Hub Faculty Session

July 12, 2021: Graduate Student Teaching in GE Discussion

Aug. 2, 2021: General Education Syllabus Template Meeting

Aug. 4, 2021: Enroll By Requirements (with Darcy van Patten)  
 Aug. 9, 2021: New UWGEC Member Training Session  
 Aug. 13, 2021: UWGEC Retreat (Part 1)  
 Aug. 16, 2021: UWGEC Retreat (Part 2)  
 Aug. 20, 2021: Meeting with Initiative for Collaborative Internal Communications Kickoff  
 Aug. 31, 2021: Meeting with College Marketing Council  
 Sept. 7, 2021: Meeting with Anthropology Department  
 Sept. 8, 2021: Lunch n' Learn (hosted by Advising Center)  
 Sept. 14, 2021: Meeting with SBS Advisors (Part 2)  
 Sept. 16, 2021: Meeting with SECD  
 Sept. 17, 2021: Meeting with SBS Advisors (Part 3)  
 Sept. 21, 2021: Meeting with CAPLA Advisors  
 Sept. 27, 2021: Meeting with Next Steps (Part I)  
 Oct. 1, 2021: Meeting with Recruiting and Enrollment Marketing (REM)  
 Oct. 6, 2021: Meeting with Next Steps (Part 2)  
 Oct. 19, 2021: Meeting with A Center Advisors  
 Oct. 20, 2021: Lunch n' Learn (hosted by Advising Center): New GE and Orientation  
 Oct. 21, 2021: Meeting with Engineering Advisors

## Faculty development events

### Deep Dive Series 1: Learning ePortfolios

Feb 2: A Panel on Learning ePortfolios in the Classroom  
 Feb 4: An Introduction to the Practice and Pedagogy of Learning ePortfolios  
 Feb 16: Inclusivity, Accessibility, and Technology: Considerations for Learning ePortfolios  
 Feb 18: Implementing Learning ePortfolios Across the Disciplines

### Deep Dive Series 2: Signature Assignments

Mar 24: An Introduction to Signature Assignment Design and Implementation  
 Mar 25: A Panel on Designing Meaningful Assignments

### Deep Dive Series 3: The New Curriculum Elements

Apr 12: Building Connections  
 April 15: Exploring Perspectives  
 April 19: Reframing Diversity in General Education  
 April 20: Writing in General Education  
 April 22: Quantitative Reasoning in General Education  
 May 24: Meaning Making Across General Education: Entry/Exit Courses  
 May 26: Are Your Students Learning? Course vs. Programmatic Assessment

### Deep Dive Series 4: Proposing Courses in the New Gen Ed

Sept 20: Your How-to-Guide for Preparing a Course Proposal  
 Sept 22: Demystifying the GE Course Review Process

Apr 5: Self-Paced Quick Start online modules released

Quick Start Live-Online (mini-course) Cohort 1:

April 26-30

Quick Start Live-Online (mini-course) Cohort 2:

May 3-7



Quick Start Live-Online (mini-course) Cohort 3:

June 29-July 2, July 12-16

Quick Start Live-Online (mini-course) Cohort 4:

July 19-23, July 26-30

Quick Start Live-Online (mini-course) Cohort 5:

Aug 23-27, Aug 30-Sept 3

Quick Start Live-Online (mini-course) Cohort 6:

Sept 20-24, Sept. 27-Oct 1

Workshop Series: Developing Course Objectives and Signature Assignments

Oct 11: Course Objective Workshop

Oct 13: Signature Assignment Workshop

Oct 18: Course Objective Workshop

Oct 20: Signature Assignment Workshop

Oct 25: Course Objective Workshop

Oct 27: Signature Assignment Workshop

## Email Invitation to Participate in Spring 2020 Task Force, sent to participants in Fall 2019 Focus Groups who indicated interest, the Strategic Planning Group, and members of UWGEC.

Dear colleagues,

I'm reaching out to you in hopes that you might be willing to participate in discussions about the revision of our General Education program. I'm contacting you for one of three reasons: you might have expressed interest to me in participating in discussions about the General Education Refresh, or you might have been involved in discussions in the past, or you were recommended to me as someone who might be willing to participate in discussions about the revision of our General Education program. I am hopeful you might participate, and you can choose how involved you would like to be based on your availability.

We are working on a tight timeline this spring, and the Provost has asked to have a conceptual plan for our new General Education curriculum by March. I am aiming to have something to her before Spring Break, although I know that is ambitious. She will need to present our plan to ABOR in early April, and we also need to be prepared to describe our new GE plan in our HLC accreditation documents; our 10-year reaffirmation visit occurs in Spring 2021.

Here is where you come in: I would like to invite you to an organizational meeting this **Tuesday, January 14<sup>th</sup>, from 10-2 in the Kachina Room in the Student Union**. While I know that is soon, I thought it would be best for us to try to get together before classes begin on Wednesday. We'll provide lunch, and we'll use the time as a working session to look at the prior recommendations made by the three recent GE redesign initiatives as well as the data collected last fall by Elliott Cheu's team working on the strategic plan. Those data include the responses from the faculty focus groups and an undergraduate student survey that has nearly 800 responses. We have a lot of material to work with, and I'm excited about the possibilities for what we can do.

If you cannot stay for the entire time, that is ok! Come when you are available during the time on Tuesday. Here is a rough agenda so that you know what we will be doing:

10-10:30	Introductions and goals for the session
10:30-11:45	Working groups look at GE Task Force recommendations, faculty focus group responses, and student responses to identify patterns and goals

11:45-1 Lunch and reporting out on findings  
1-2 Establishing timeline and working groups for spring

Please RSVP to me ([millercochran@email.arizona.edu](mailto:millercochran@email.arizona.edu)) if you will be able to attend. And if you are unable, please feel free to recommend someone else in your unit or college with whom I should connect.

Looking forward to working with you and learning from you. With all best wishes,

Susan

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Pronouns: she/her/hers

## General Education Assessment Plan

### Student Learning Outcomes

1. Communicate Effectively
  - a. Interpret and clearly present information in varied formats, such as graphs, charts, and multimedia projects.
  - b. Compose correct and clear written material in multiple formats such as research logs, researched reports, exam answers, and reflective essays.
  - c. Improve written and visual documents in response to feedback.
2. Use Information Effectively and Ethically
  - a. Access and evaluate the reliability of information from varied sources, such as internet and library resources.
  - b. Use information sources ethically and responsibly.
3. Think Critically
  - a. Exercise synthetic, analytic and/or computational/quantitative reasoning as needed to solve problems.
  - b. Raise salient questions about the evidence, inferences, and conclusions of inquiries, including one's own inquiries.
  - c. Infer and assess the ambiguities, assumptions, values, and purposes at issue in inquiries, including one's own work.
4. Understand and Value Differences
  - a. Assess how different modes of inquiry and expression are appropriate in varied cultural and disciplinary contexts.
  - b. Exercise flexible habits of mind when exposed to diverse opinions, new ideas, and complex societal problems.
  - c. Demonstrate knowledge and understanding of the nature of interpersonal, intragroup and intergroup dynamics, and skills.

*Note: We can align the GE program outcomes with other outcome sets in Taskstream to create an 'alignment map' that shows if measures are identified.*

## Plan

### *Outcome 1: Communicate Effectively*

- ABOR written communication
  - Signature assignments
  - Writing self-placement artifacts
  - Rubric scored
  - Timeline: Fall 21-Spring 22; then every 4 years
- Foundations Writing
  - English Composition I and II
  - Annual assessment of writing program by department
  - Other possibilities: compare to upper division student writing via signature assignments, etc.
- Writing Emphasis courses
  - Upper division writing emphasis courses within major programs
  - Develop system of collecting artifacts and assessing for written communication (and other areas if appropriate)
- Writing Attribute courses
  - EP/BC courses approved for writing attribute
  - Signature assignments
  - Rubric scored
- EP/BC courses
  - Oral and/or written assignments and activities
  - Collect course level data during course re-approval process and/or Academic Program Review

### *Outcome 2: Use Information Effectively and Ethically*

- ABOR Critical Thinking assessment
  - Signature assignments
  - Rubric scored
- ABOR Quantitative Reasoning assessment
  - Signature assignments
  - Rubric scored
- Quantitative Reasoning Attribute courses
  - EP/BC courses approved for QR attribute
  - Signature assignments
  - Rubric scored
- EP/BC courses
  - Course assignments/activities
  - Collect course level data during course re-approval process and/or Academic Program Review

### *Outcome 3: Think Critically*

- ABOR Critical Thinking assessment
  - Signature assignments
  - Rubric scored
- ABOR Quantitative Reasoning assessment

- Signature assignments
- Rubric scored
- Quantitative Reasoning Attribute courses
  - EP/BC courses approved for QR attribute
  - Signature assignments
  - Rubric scored
- EP/BC courses
  - Course assignments/activities
  - Collect course level data during course re-approval process and/or Academic Program Review
- Foundations Writing
  - English Composition I and II

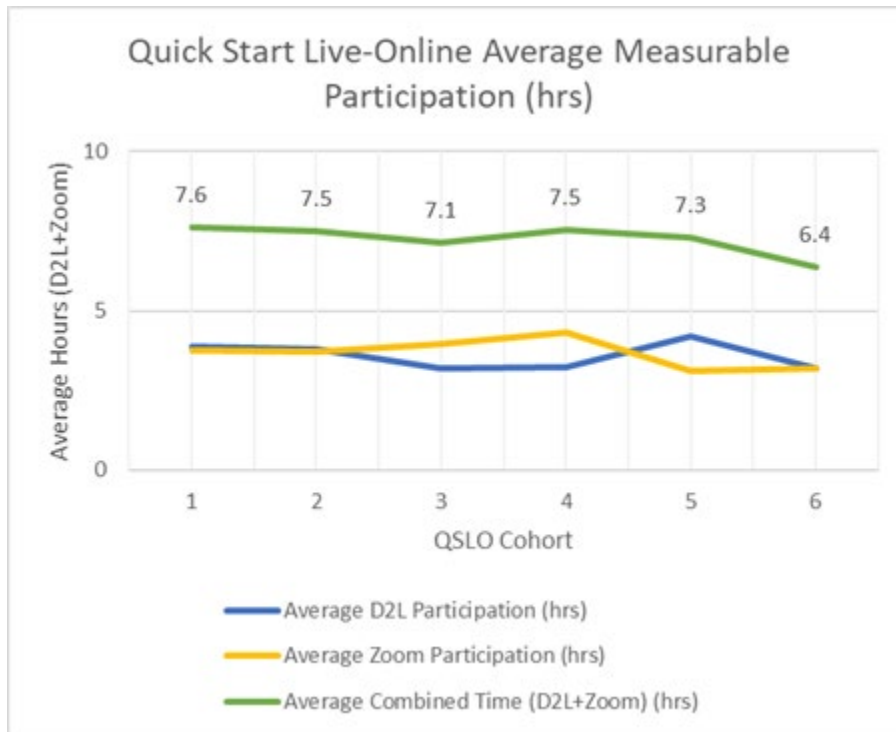
*Outcome 4: Understand and Value Differences*

- ABOR Civic Knowledge assessment
  - Signature assignments
  - Rubric scored
- Diversity and Equity Attribute
  - EP/BC courses approved for Diversity and Equity attribute
  - Signature assignments
  - Rubric scored
- World Cultures and Societies
  - EP/BC courses approved for World Cultures and Societies attribute
  - Signature assignments
- Rubric scored EP/BC courses
  - Course assignments/activities
  - Collect course level data during course re-approval process and/or Academic Program Review

Design Process of General Education Refresh

- ❖ [Relevant Senate and ABOR presentations on Gen Ed](#)
  - Overview of differences between the two, with explanations.
  - Explanation of development of American Institutions and Civic Knowledge language.
  - Presentations to ABOR.
  - ABOR meetings on assessments.

### Average Time Spent on Quick Start



### Relevant Senate and ABOR presentations of Gen Ed,

- Overview of differences between the two with an explanation.
- Explanation of development of American Institutions and Civic Knowledge components.

### Overview of Office of General Education (OGE) Budget

As described in the ABOR materials for the 5/27/11 meeting of the Academic Affairs and Educational Attainment, the Office of the Provost has allocated approximately \$1.5 million to the Office of General Education. Of that, \$411K comes from the Strategic Initiative Funds in FY22.