

## **UPAC Meeting Notes September 9, 2009**

### **GENERAL ANNOUNCEMENTS**

Sarah Wieland's term as UPAC co-chair expires at the end of this semester. We will hold an election for a new UPAC co-chair in December. If you want to ask questions or talk about what is involved in serving as a UPAC co-chair, feel free to talk with any former or current co-chairs.

Mosaic update: the Human Resources system goes live on September 28. Watch for emails or check the Mosaic web site for links to the online training. The online training is very good and will be sufficient for most of us. Time approvers probably should attend a live training.

CATS Academics Directed Studies program has a new name: SALE (Student Athletes Invested in Learning).

Political Science and Public Administration have merged. Cara Wallace is training for advising the B.S. in Public Administration and Policy undergraduate degree program. Bridget Radcliff, who coordinates internships for Public Administration, is helping with the undergraduate advising for now. Students can meet with Cara from 1:30 to 3:30 pm during walk-in hours. If students want to talk with an academic advisor for the B.S. in Public Administration and Policy, send them to Social Sciences, room 301. A small cohort of students were admitted for fall 2009 into the Eller program for Public Administration and will be allowed to finish their degree through Eller. The B.S. in Public Administration and Policy gives students options for concentrations in Criminal Justice, Environmental Policy, Public Management, or Health and Human Services Administration. The department is not currently accepting new minors in Public Management, Criminal Justice, and Human Services.

Public Health now offers a new undergraduate major, a B.S. in Public Health. There will be an information session on September 24<sup>th</sup> at 1:00 pm in Drachman Hall.

### **CENTER FOR EXPLORATORY STUDENTS**

The Center for Exploratory Students is University College with a new name and a reduction in staff. CES offers advising for pre-law, pre-health, pre-nursing, interdisciplinary studies, major exploration, and for undecided students. Note: other colleges also have undecided students. There is a new registration system for pre-health advising that students access through D2L. CES also will continue to offer the Pizza with a Professional series, which provides students with the opportunity to talk with professionals about their careers and advice for preparing for those careers. It is possible that CES will relocate to Old Main in December, but for now is still in the Integrated Learning Center, room 103.

**POLICY UPDATES – Celeste Pardee – please refer to official statement of policies by following links.**

**First-year English Composition, <http://catalog.arizona.edu/2009-10/policies/firstyear.htm>**

Honors English Composition is now one course, English 109H. The catalog was changed to show that the English Composition requirement can now be satisfied with three units. Another change to the policy states that a student receiving the appropriate AP or IB English score will now receive three English elective credits, regardless of how they perform in English 109H. The elective units earned through AP or IB will no longer substitute for a Tier Two Humanities. Students who earn below a C in English 109 will be required to take a second course, to be determined on a case-by-case basis but will usually be English 102. Medical and law school admissions require six units of English composition. Students planning for medical or law school and completed English 109H should take a 200 or 300 level English course. SAPRs will show the English composition requirement completed with 109H, if the student earns a C grade or higher.

**Medical Withdrawal Policy, <http://catalog.arizona.edu/2009-10/policies/leavingu.htm#Medical>**

Students may want to use medical withdrawal if they seek a refund, which are granted on a pro-rated basis. If student wants to completely withdraw from classes up through the fourth week of the semester, their records are erased and there is no need for medical withdrawal. Students wanting to pursue medical withdrawal must withdraw from all classes must obtain documentation from their physician and submit this to Campus Health Services. Campus Health will document the illness and send the documentation to the Dean of Students. With this new procedure, faculty need not see a student's health records. More information can be found on the Campus Health Services web site under Services Offered and on the Dean of Students web site. In response to a question regarding whether or not a student completely withdrawing in the first four weeks will be required to apply for readmission, Annette Orozco Bhatia from the Registrar's Office stated that generally students will need to apply for readmission. Rare exceptions are made. If the student is a first-semester freshman or transfer student, sometimes the Registrar's Office will ask Admissions to defer student's admission to the following semester.

**Extension of WebReg Access for Adding Courses, <http://www.em.arizona.edu/datesdeadlines/datesdeadlines.aspx?t=094> –scroll down to August 31, 2009.**

**Course Late Drop Fee, <http://www.registrar.arizona.edu/webreg.htm>**

The availability of WebReg to add classes was extended this semester by one day to August 31<sup>st</sup>. This policy was coupled with the late drop fee to better facilitate adding classes by decreasing the need to use a Change of Schedule form. Data is being gathered to evaluate how the pattern of adds and drops changes with these policies. Students were charged \$25 per class that they dropped after the first week of classes. The fee was assessed if students dropped the class themselves, or if they were administratively dropped. No fees are assessed if the drop was beyond the student's control (for example, if a course was cancelled). Students could change sections of a class without incurring the fee and were not charged a fee if they had to drop down a level in some types of classes (for example, languages and math) in the first few weeks. No late drop fees will apply to winter or summer classes, since the intent of the policy was to achieve better class availability in the regular semesters. There is an appeal process. The fees collected

from late drops will be used to hire more adjunct instructors and teaching assistants to support more sections of high-demand courses.

**Enrollment Limit during Priority Registration,**  
<http://www.registrar.arizona.edu/schedule094/rsvp/rsvp.htm>

Starting with priority registration this fall, students are allowed to register for only sixteen units during priority registration, but the unit limit will go back up to nineteen after priority registration. This policy was created to provide better course availability for sophomores and freshmen. Honors students may register for more than sixteen units during priority registration by bringing a Change of Schedule form to Registrar's Office (no instructor or Dean's signatures required). Departments can add students to classes during priority registration even if that would put student above sixteen units.

**Course Repeat Policy,** <http://catalog.arizona.edu/2009-10/policies/gro.htm>

Students are limited to two attempts at a class, beginning with spring 2010 registration. Students may not repeat a course for which they earned an A or B. A course attempt is defined as a course for which the student's record shows a regular grade, Pass, Fail, or an O (audit) or W. A student may petition the department offering the course for an exception to this rule, but the student would be able to register for class only if there is an available seat on the first day of class. Although it is uncertain that PeopleSoft will be able to enforce the course repeat policy, departments and faculty have authority to drop a student violating the policy. A 3D memo will be issued explaining this policy.

**General Education Multiple Use Policy,** [http://catalog.arizona.edu/2009-10/policies/double\\_use.htm](http://catalog.arizona.edu/2009-10/policies/double_use.htm)

General Education policies previously available through the General Education web site are now in the Academic Catalog. The information on the General Education web site will no longer be updated. Although revisions to the General Education multiple use policy were considered, the revisions were not approved.

**Science Courses that may apply to Tier One/Tier Two Natural Science Requirements,**  
<http://catalog.arizona.edu/2009-10/policies/genedsci.htm>

Refer to the catalog for approved substitutions for Tier One and Tier Two Natural Sciences requirements.

**Completion of General Education with Transfer Courses,** <http://catalog.arizona.edu/2009-10/policies/outstate.htm>

The transfer policy was expanded to address the Diversity Emphasis requirement. Since there is not equivalent AGEC category, academic advisors will help students choose an appropriate class, keeping in mind the intent of the requirement.

**Individual Studies Courses Grading System—Honors Preceptorships,**  
<http://catalog.arizona.edu/2009-10/policies/house.htm#ind>

The Honors College has posted new guidelines for honors credit in independent studies, internships, and preceptorships. The requirements for honors credit in these areas is qualitatively different (more rigorous) than the requirements for non-honors credits for Individual Studies classes. A proposal is under consideration to change the grade type for honors preceptorships, making them regular graded credits rather than S P F. The

Honors College will start monitoring enrollment in these classes and will drop non-Honors students from the Honors Individual Studies classes.

**Time to Declare a Major,** <http://catalog.arizona.edu/2009-10/dept/UNDx.shtml>

The catalog still needs to be updated for this policy. Since new class standing policies are now in place, students now must declare a major in a degree program at sixty units (junior standing) rather than the previous fifty-four. The Faculty Senate will vote on a proposal to exempt pre-majors from the sixty unit limit, giving departments the authority to implement a suitable timeline for pre-majors.

**Grade Replacement Opportunity,** <http://catalog.arizona.edu/2009-10/policies/gro2.htm>

No changes to the GRO policy have been made. Although changes may be approved in the future, advisors and students will be given adequate time to plan for any changes. The proposed changes are intended to increase course availability. The current proposal would restrict GRO to courses in which a student receives a D or E. Graduate students would not be able to GRO a course. The proposal also would limit GRO to two courses, regardless of the number of units. This proposal faces an uphill battle and may not pass the approval process.

**Undergraduate Council and your college representatives,**

<http://confluence.arizona.edu/confluence/display/UGC/UNDERGRADUATE+COUNCIL>

Every college has a representative on the Undergraduate Council. Roxie Catts, Director of the Advising Resource Center, and Celeste Pardee, Curriculum Associate, also serve as non-voting members of the council. Advisors should talk with their college's representative or with Roxie about any policies they believe should be revised or clarified.

## **ORIENTATION 2009 DISCUSSION**

The 2009 Freshman Orientations were discussed to obtain a sense of what worked and what could use improvement. The suggestions will be presented to the Orientation Advising Council (OAC).

### **Browse Session**

Suggestion 1. Organize by themes rather than by colleges. For example, organize by health-related majors or by business-related majors. This could be difficult for some colleges; for example, CALS has many themes within the college.

Suggestion 2. A map and more visible signs might help students and parents more easily find the college representatives they want to see.

Suggestion 3. Hold the browse session before college meetings to help students decide which college meeting to attend. On the other hand, some advisors like the browse session to follow college meetings because it is during the college meeting that many students find out that the college they chose is not a good fit for them.

Suggestion 4. Make the college browse session part of student rotations. Some students may not need to attend the browse session and making it optional would decrease crowding at the browse session.

## **College Meeting and Welcome**

College meetings early in the day rather than after lunch worked well. Holding the college meetings early on day one sends the message that academics are central to the student's experience on campus. Students and parents are more alert in the morning.

Suggestion 1. Send someone to attend each college meeting to help identify what might work for common messages. Although there might be some common messages that we would want all students to hear during their college meeting, each college has its own messages.

Suggestion 2. Communicate with students about registration tools (Schedule of Classes, WebReg) before students meet with advisors on Day Two. Not enough time during Day Two Schedule Reviews to show students these tools. Put the presentation on registration tools that Ryan Windows created back into Day One rotations.

Suggestion 3. Spend more time at the beginning of Day One explaining Orientation schedules to students and parents. Advisors are getting a lot of questions about Orientation schedules during their College Meetings.

Suggestion 4. It might help if there was more communication before the college meetings directing students to the correct meeting. Students sometimes attend the wrong college meeting because they did not understand which college offers the major that interests them. Students might be instructed to look at their Resource Guide, especially the Change of Major form, to identify which college meeting they should attend.

## **Day 1 and 2 Student Schedule**

Suggestion 1: Re-evaluate student schedule to make sure students are able to attend all sessions. For example, the Honors student meeting overlapped with rotations.

Suggestion 2: A pre-health advisor noted that the pre-health meeting was early on day one and that students and parents running late often did not pick up their orientation packets before the meeting. She suggested that we station an Orientation Leader outside the meeting room with packets that students can pick up on the way in.

## **Registration**

Class shortages created problems.

Suggestion 1: Open Tier One seats before WebReg opens so that advisors can help students select classes during their schedule review. This is something that can potentially be made more transparent with registration occurring in UAccess Student next summer.

There was considerable discussion about the pre-scheduling of Tier One classes. During Schedule Review in the 2008 Freshmen Orientations, advisors heard students express disappointment that they were not prescheduled into the Tier One classes they selected in the Online Academic Tour. The selection of Tier One classes was pulled out of the Tour

for the 2009 Orientations. As a result, students seemed to bring to Orientation much less understanding of Tier One classes and the general education system. We spent a lot of time explaining the Tier One classes on the student's schedule during Schedule Review. On the other hand, we did not have to explain to students why they would not be able to get into the classes they selected from the Online Academic Tour. Although there were some questions about why the University should pre-schedule students into Tier One classes since many students changed their Tier One classes, other advisors felt that students were happier when they started out with a full schedule and then made changes, rather than starting out with only a few classes and needing to add more.

Some advisors liked registration in the morning because it gave students and advisors the rest of the day to address schedule problems.

Suggestion 2: Find a way to get more students to take the second language placement exam on Day One. Those who did not take the exam in 2009 left with fewer units on their fall schedules.

Suggestion 3. Tell students and parents ahead of time that students do not have a lot of choice in classes, especially in Tier One classes.

### **ALEKS**

The ALEKS placement test made math placement a much smoother process and most students took the test before their Orientation session. Many students commented that they found the practice test useful.