

## Instruction and Curriculum Policy Committee

### CONSENT AGENDA

#### Item 1

Approval to change the name of an organizational unit—from Department of Journalism to School of Journalism.

**Projected effective date:** Spring 2009

**Justification:**

The name change is part of a plan by the College to have its professionally oriented, nationally accredited programs identified by the same designation. The College currently has two such programs: The School of Information Resources and Library Science (SIRLS) – which has been a school for many years – and the Department of Journalism. Renaming Journalism will enable the campus community, as well as potential students and other interested parties, to recognize which units in the College have a mission to provide a curriculum with a professional as well as a theoretical focus, to offer the type of experiential education endorsed by the Board of Regents, and to meet the rigorous national standards established by an accrediting body that reviews the program on a regular basis.

In the journalism field, the term “school” more accurately reflects the size and scope of the program at The University of Arizona. Curricular and outreach innovations have helped raise the national and international profile of the Journalism program, the College, and the University. The program’s realistic and aspirational peers, with one exception, are Schools of Journalism. These include programs in public universities such as the University of California-Berkeley, the University of North Carolina, and the University of Texas, as well as programs in private universities, such as Columbia, Northwestern, and the University of Southern California. The only other accredited journalism program in Arizona has a school designation. It is the Walter Cronkite School of Journalism and Mass Communication at Arizona State University.

Renaming the Department of Journalism will enable the program to be even more competitive in recruiting the best undergraduate and graduate students in the nation. In addition, changing the name will mean that students in the program will have a more level playing field as they compete with students from journalism schools around the country for national and international internships and jobs. Additionally, being designated as a school will enable Journalism to have more opportunities to apply for major grants that currently are being allocated to programs in peer institutions. A number of significant journalism-education grants are available only to programs with school or college designations. This includes six-figure grants that are being awarded by the Carnegie-Knight Initiative on the Future of Journalism Education, which has distributed millions of dollars to journalism schools in the past two years.

**Approvals:**

<b>Undergraduate Council:</b>	4/21/2008	
<b>Graduate Council:</b>	4/23/2008	
<b>CAAC:</b>	5/23/2008	
<b>Administrative Review:</b>	6/2/2008	
<b>ICPC:</b>	9/10/2008	Unanimous

**Item 2:** Approval of the UA Academic Calendars for 2010-15.

**Approvals**

ICPC: 9/10/2008 Unanimous

**THE UNIVERSITY OF ARIZONA**  
**2010-11 ACADEMIC CALENDAR**

**FALL SEMESTER**

Classes begin	Monday, August 23, 2010
Labor Day – no classes	Monday, September 6, 2010
Veteran’s Day – no classes	Thursday, November 11, 2010
Thanksgiving recess	Thursday-Sunday, November 25-28, 2010
Class and laboratory sessions end	Wednesday, December 8, 2010
Reading Day – no classes or finals	Thursday, December 9, 2010
Final examinations	Friday-Saturday, December 10-11, 2010
	Monday-Friday, December 13-17, 2010
Fall Commencement	Saturday, December 18, 2010

**WINTER SESSION**

Classes begin	Monday, December 20, 2010
Christmas Holiday – no classes	Friday-Monday, December 24-27, 2010
New Years Holiday – no classes	Friday, December 31, 2010
Last day of classes/examinations	Tuesday, January 11, 2011

**SPRING SEMESTER**

Classes begin	Wednesday, January 12, 2011
Martin Luther King Jr. Holiday – no classes	Monday, January 17, 2011
Spring recess	Saturday-Sunday, March 12-20, 2011
Classes and laboratory sessions end	Wednesday, May 4, 2011
Reading Day – no classes or finals	Thursday, May 5, 2011
Final examinations	Friday-Saturday, May 6-7, 2011
	Monday-Friday, May 9-13, 2011
Spring Commencement	Saturday, May 14, 2011

**SUMMER SESSIONS**

**PRESESSION**

Classes begin	Monday, May 16, 2011
Memorial Day Holiday – no classes	Monday, May 30, 2011
Last day of class/examinations	Saturday, June 4, 2011

**SUMMER SESSION I**

Classes begin	Monday, June 6, 2011
Independence Day – no classes	Monday, July 4, 2011
Last day of class/examinations	Thursday, July 7, 2011

**SUMMER SESSION II**

Classes begin	Monday, July 11, 2011
Last day of class/examinations	Wednesday, August 10, 2011
Degree award date for students completing requirements by close of Pre-session, Summer Session I or II	Thursday, August 11, 2011

**Fall Class Days – M/W/F = 45 days; T/Th = 29 days**  
**Spring Class Days – M/W/F = 45 days; T/Th = 30 days**

***Note: Class day totals do not include holidays, spring recess, reading day or final examinations.***

**THE UNIVERSITY OF ARIZONA**  
**2011-12 ACADEMIC CALENDAR**

**FALL SEMESTER**

Classes begin	Monday, August 22, 2011
Labor Day – no classes	Monday, September 5, 2011
Veteran’s Day – no classes	Friday, November 11, 2011
Thanksgiving recess	Thursday-Sunday, November 24-27, 2011
Class and laboratory sessions end	Wednesday, December 7, 2011
Reading Day – no classes or finals	Thursday, December 8, 2011
Final examinations	Friday-Saturday, December 9-10, 2011
	Monday-Friday, December 12-16, 2011
Fall Commencement	Saturday, December 17, 2011

**WINTER SESSION**

Classes begin	Monday, December 19, 2011
Christmas Holiday – no classes	Monday-Tuesday, December 26-27, 2011
New Years Holiday – no classes	Monday, January 2, 2012
Last day of classes/examinations	Tuesday, January 10, 2012

**SPRING SEMESTER**

Classes begin	Wednesday, January 11, 2012
Martin Luther King Jr. Holiday – no classes	Monday, January 16, 2012
Spring recess	Saturday-Sunday, March 10-18, 2012
Classes and laboratory sessions end	Wednesday, May 2, 2012
Reading Day – no classes or finals	Thursday, May 3, 2012
Final examinations	Friday-Saturday, May 4-5, 2012
	Monday-Friday, May 7-11, 2012
Spring Commencement	Saturday, May 12, 2012

**SUMMER SESSIONS**

**PRESESSION**

Classes begin	Monday, May 14, 2012
Memorial Day Holiday – no classes	Monday, May 28, 2012
Last day of class/examinations	Saturday, June 2, 2012

**SUMMER SESSION I**

Classes begin	Monday, June 4, 2012
Independence Day – no classes	Wednesday, July 4, 2012
Last day of class/examinations	Thursday, July 5, 2012

**SUMMER SESSION II**

Classes begin	Monday, July 9, 2012
Last day of class/examinations	Wednesday, August 8, 2012
Degree award date for students completing requirements by close of Pre-session, Summer Session I / II	Thursday, August 9, 2012

**Fall Class Days – M/W/F = 44 days; T/Th = 30 days**

**Spring Class Days – M/W/F = 45 days; T/Th = 30 days**

***Note: Class day totals do not include holidays, spring recess, reading day or final examinations.***

**THE UNIVERSITY OF ARIZONA**  
**2012-13 ACADEMIC CALENDAR**

**FALL SEMESTER**

Classes begin	Monday, August 20, 2012
Labor Day – no classes	Monday, September 3, 2012
Veteran’s Day Holiday – no classes	Monday, November 12, 2012
Thanksgiving recess	Thursday-Sunday, November 22-25, 2012
Class and laboratory sessions end	Wednesday, December 5, 2012
Reading Day – no classes or finals	Thursday, December 6, 2012
Final examinations	Friday-Saturday, December 7-8, 2012
	Monday-Friday, December 10-14, 2012
Fall Commencement	Saturday, December 15, 2012

**WINTER SESSION**

Classes begin	Monday, December 17, 2012
Christmas Holiday – no classes	Monday-Tuesday, December 24-25, 2012
New Years Day – no classes	Tuesday, January 1, 2013
Last day of classes/examinations	Tuesday, January 8, 2013

**SPRING SEMESTER**

Classes begin	Wednesday, January 9, 2013
Martin Luther King Jr. Holiday – no classes	Monday, January 21, 2013
Spring recess	Saturday-Sunday, March 9-17, 2013
Classes and laboratory sessions end	Wednesday, May 1, 2013
Reading Day – no classes or finals	Thursday, May 2, 2013
Final examinations	Friday-Saturday, May 3-4, 2013
	Monday-Friday, May 6-10, 2013
Spring Commencement	Saturday, May 11, 2013

**SUMMER SESSIONS**

**PRESESSION**

Classes begin	Monday, May 13, 2013
Memorial Day Holiday – no classes	Monday, May 27, 2013
Last day of class/examinations	Saturday, June 1, 2013

**SUMMER SESSION I**

Classes begin	Monday, June 3, 2013
Last day of class/examinations	Wednesday, July 3, 2013
Independence Day – no classes	Thursday, July 4, 2013

**SUMMER SESSION II**

Classes begin	Monday, July 8, 2013
Last day of class/examinations	Wednesday, August 7, 2013
Degree award date for students completing requirements by close of Pre-session, Summer Session I / II	Thursday, August 8, 2013

**Fall Class Days – M/W/F = 44 days; T/Th = 30 days**

**Spring Class Days – M/W/F = 45 days; T/Th = 30 days**

***Note: Class day totals do not include holidays, spring recess, reading day or final examinations.***

**THE UNIVERSITY OF ARIZONA**  
**2013-14 ACADEMIC CALENDAR**

**FALL SEMESTER**

Classes begin	Monday, August 26, 2013
Labor Day – no classes	Monday, September 2, 2013
Veteran’s Day – no classes	Monday, November 11, 2013
Thanksgiving recess	Thursday-Sunday, November 28-December 1, 2013
Class and laboratory sessions end	Wednesday, December 11, 2013
Reading Day – no classes or finals	Thursday, December 12, 2013
Final examinations	Friday-Saturday, December 13-14, 2013 Monday-Friday, December 16-20, 2013
Fall Commencement	Saturday, December 21, 2013

**WINTER SESSION**

Classes begin	Monday, December 23, 2013
Christmas Holiday – no classes	Tuesday-Wednesday, December 24-25, 2013
New Years Day – no classes	Wednesday, January 1, 2014
Last day of classes/examinations	Tuesday, January 14, 2014

**SPRING SEMESTER**

Classes begin	Wednesday, January 15, 2014
Martin Luther King Jr. Holiday – no classes	Monday, January 20, 2014
Spring recess	Saturday-Sunday, March 15-23, 2014
Classes and laboratory sessions end	Wednesday, May 7, 2014
Reading Day – no classes or finals	Thursday, May 8, 2014
Final examinations	Friday-Saturday, May 9-10, 2014 Monday-Friday, May 12-16, 2014
Spring Commencement	Saturday, May 17, 2014

**SUMMER SESSIONS**

**PRESESSION**

Classes begin	Monday, May 19, 2014
Memorial Day Holiday – no classes	Monday, May 26, 2014
Last day of class/examinations	Saturday, June 7, 2014

**SUMMER SESSION I**

Classes begin	Monday, June 9, 2014
Independence Day – no classes	Friday, July 4, 2014
Last day of class/examinations	Thursday, July 10, 2014

**SUMMER SESSION II**

Classes begin	Monday, July 14, 2014
Last day of class/examinations	Wednesday, August 13, 2014
Degree award date for students completing requirements by close of Pre-session, Summer Session I / II	Thursday, August 14, 2014

**Fall Class Days – M/W/F = 44 days; T/Th = 30 days**

**Spring Class Days – M/W/F = 45 days; T/Th = 30 days**

***Note: Class day totals do not include holidays, spring recess, reading day or final examinations.***

**THE UNIVERSITY OF ARIZONA**  
**2014-15 ACADEMIC CALENDAR**

**FALL SEMESTER**

Classes begin	Monday, August 25, 2014
Labor Day – no classes	Monday, September 1, 2014
Veteran’s Day – no classes	Tuesday, November 11, 2014
Thanksgiving recess	Thursday-Sunday, November 27-30, 2014
Class and laboratory sessions end	Wednesday, December 10, 2014
Reading Day – no classes or finals	Thursday, December 11, 2014
Final examinations	Friday-Saturday, December 12-13, 2014 Monday-Friday, December 15-19, 2014
Fall Commencement	Saturday, December 20, 2014

**WINTER SESSION**

Classes begin	Monday, December 22, 2014
Christmas Holiday – no classes	Wednesday-Thursday, December 24-25, 2014
New Years Day – no classes	Thursday, January 1, 2015
Last day of classes/examinations	Tuesday, January 13, 2015

**SPRING SEMESTER**

Classes begin	Wednesday, January 14, 2015
Martin Luther King Jr. Holiday – no classes	Monday, January 19, 2015
Spring recess	Saturday-Sunday, March 14-22, 2015
Classes and laboratory sessions end	Wednesday, May 6, 2015
Reading Day – no classes or finals	Thursday, May 7, 2015
Final examinations	Friday-Saturday, May 8-9, 2015 Monday-Friday, May 11-15, 2015
Spring Commencement	Saturday, May 16, 2015

**SUMMER SESSIONS**

**PRESESSION**

Classes begin	Monday, May 18, 2015
Memorial Day Holiday – no classes	Monday, May 25, 2015
Last day of class/examinations	Saturday, June 6, 2015

**SUMMER SESSION I**

Classes begin	Monday, June 8, 2015
Independence Day Holiday – no classes	Friday, July 3, 2015
Last day of class/examinations	Thursday, July 9, 2015

**SUMMER SESSION II**

Classes begin	Monday, July 13, 2015
Last day of class/examinations	Wednesday, August 12, 2015
Degree award date for students completing requirements by close of Pre-session, Summer Session I / II	Thursday, August 13, 2015

**Fall Class Days – M/W/F = 44 days; T/Th = 30 days**

**Spring Class Days – M/W/F = 45 days; T/Th = 31 days**

***Note: Class day totals do not include holidays, spring recess, reading day or final examinations.***

## Instruction and Curriculum Policy Committee

### NON-CONSENT AGENDA ITEM

#### Item 1

Approval of the proposal to change the Class Standing/Classification System and Time to Declare a Major

#### Effective semester:

Students would be given their new classification (if any) and notified about their change in status prior to registration for Summer 2009, which begins in February 2009. The new class standings and time to declare a major would apply to all undergraduate students, regardless of catalog year.

#### Proposed Class Standing/Classification System:

(see the current system in the 2008 Catalog, <http://catalog.arizona.edu/2008-09/policies/enrpol.htm#class> )

*Undergraduates need to earn the following minimum number of units to attain the next higher classification:*

- **30 units for Sophomore Standing**
- **60 units for Junior Standing**
- **90 units for Senior Standing**

*A student's class standing does not necessarily correspond to the number of semesters or units required to complete all degree requirements, as some degree programs require more than 120 units. See the Academic Program Requirements Reports (APRRs) for the minimum number of units for each UA undergraduate degree program.*

#### Proposed Time to Declare a Major for Undecided Students, No Major Declared/Selected:

(see the current statement in the 2008 Catalog, <http://catalog.arizona.edu/2008-09/dept/UNDx.shtml> )

*Students must declare a major in a degree program prior to earning 60 units or before attaining junior standing. Incoming transfer students with a minimum of 60 transferable units have one semester at the University before they need to declare a major in a degree program.*

#### Rationale for these changes:

- There is evidence that full time students are more academically successful when they take 15-18 units per semester than when they take 12-14 units. Higher class standing cutoffs (e.g., increased from 25 units to 30 for sophomore standing) should encourage students to enroll in at least 15 units each semester. **Note:** In some cases it may be advantageous for full-time students to enroll in fewer than 15 units per semester. The only penalty for this would be to delay reaching a higher standing.
- By completing 15 or more units per semester, students pursuing degree programs that require 120 units should complete a quarter of their degree requirements each year and will be more likely to graduate in four years.
- Since the deadline for declaring a major is connected to junior standing, the deadline for declaring a major should be changed with the Classification System. Undeclared students and



those without a major in a degree program should have the benefit of earning an additional 4 units before they are required to declare a major in a degree program.

- Because the current class standing system differs by college, students sometimes change classification when they declare a new major in another college. Establishing a university-wide class standing system would eliminate this problem.
- When students enroll for 15 or more units per semester, the University will be awarded more state funding at the 22:1 ratio—a primary source of financial support for faculty positions.

#### Approvals:

Undergraduate Council:	4/22/08	
Graduate Council:	N/A	
Academic Deans:	5/23/08	
Administrative Review:	6/02/08	
ICPC:	9/10/08	Unanimous

#### Item 2

Approval of the proposal to create a Military Leave of Absence Policy (MLOA)

#### Effective semester:

Fall 2008: the policy would go into effect immediately for all students.

#### Proposed Military Leave of Absence Policy:

(for comparison, see 2008 Catalog, <http://catalog.arizona.edu/2008-09/policies/leavingu.htm#LeaveofAbsence> )

*The University of Arizona supports students who are members of the United States armed forces and reserve units. An undergraduate or graduate student who is a member of the U.S. military, National Guard or other armed forces reserve unit who is called or ordered to active duty elsewhere may be granted a Military Leave of Absence (MLOA) from the University for the period of active duty and up to one year after returning from active duty. Students with the MLOA need not apply for readmission or pay readmission fees. MLOA allows those students to preregister for classes during their priority registration period prior to the term when they plan to return to campus.*

*Military Leave of Absence applications are available on the Registration and Transcripts Web site (<http://www.registrar.arizona.edu/RegistrarForms.asp>). The completed application, to be submitted to the Registration & Transcripts Office in Administration 210 prior to the student's departure from the University, must be accompanied by a copy of the military orders indicating the date on which the student must report for active duty elsewhere. When students are called to active duty after classes begin, they should contact the Dean of Students Office (URL) for a complete withdrawal (URL) from the current term, in addition to filing the MLOA for subsequent terms. If students receive financial aid and/or live in a UA residence hall, they are responsible for contacting the Office of Student Financial Aid (URL) and/or Office of Residence Life (URL).*

*For assistance with the MLOA form, contact your college dean's office.*

#### Rationale for this policy:

- To support students who are members of the United States armed forces or military reserve units who must leave campus for active military duty, the University should allow them to return at a later date without having to reapply to the Office of Admissions.

- The undergraduate Leave of Absence (LOA) maximum leave of two semesters may be insufficient for students serving active military duty.
- Students in the U.S. military, National Guard or other reserve unit of the armed forces may be called for active duty at any time, so the deadlines for the undergraduate LOA do not apply.
- Other colleges and universities have separate policies for personal and military leaves of absence, since different accommodations are necessary.

**Approvals:**

Undergraduate Council:	4/22/08	
Graduate Council:	5/01/08	
Academic Deans:	5/23/08	
Administrative Review:	6/02/08	
ICPC:	9/10/08	Unanimous

**Item 3**

**Informational Item:**

Procedural amendment: the University's Right to Verify an AGECE (Arizona General Education Curriculum)

**Explanation:**

There have been a few instances where an Arizona community college transfer student has been certified by the community college as having completed an AGECE with non-transferable courses or exam credit, pass/fail credit, or insufficient credit for a complete AGECE. Specific deficiencies have been found in English composition and mathematics (e.g., college algebra). In situations such as this, when an AGECE has been awarded in error and the community college has, after the fact, confirmed the student's deficiency, the affected transfer student is accountable for satisfying the specific Foundations or General Education requirement (e.g., by completing an additional course, taking an exam, or submitting a portfolio). This procedural amendment will clarify for students that the University has the right to check an AGECE for accuracy and completeness before it will be applied toward their UA degree.

**Acceptance:**

Jerry Hogle, Interim Vice President for Instruction, presented the University's intent to add the procedural amendment below to the UA General Catalog at the April 2008 meeting of the state-wide Academic Program Articulation Steering Committee (APASC). No objections were raised.

*2008-09 Catalog statement on the AGECE (amendment in bold font)*

<http://catalog.arizona.edu/2008-09/policies/agece.htm>

*The Arizona public community colleges and the three state universities, including the UA, have agreed upon a common structure for a general education core curriculum. This common structure is called the Arizona General Education Curriculum (AGECE). AGECE is composed of a minimum of 35 semester units of lower-division general education course work that prepares the student for transfer.*

*Students transferring from an Arizona community college to one of the state universities have the option of completing the lower-division general education requirements at a university or completing the AGECE while at a community college.*

*Completing the AGEC will fulfill the following lower-division general education requirements at the University: composition, mathematics, Tier One and Tier Two. **The University reserves the right to verify that an AGEC certified by a community college conforms to State-approved policy before the AGEC is applied toward a UA degree.** Students with an AGEC are still required to fulfill lower-division program requirements, second language, and prerequisites within their college and major/minor area of study to complete a UA degree. The requirements to satisfy the AGEC are available through the Arizona community college advising centers.*

*In the absence of a complete certified AGEC, transfer students from Arizona community colleges may meet their general education requirements with a combination of AGEC-approved courses taken before their initial enrollment at UA, along with subsequent UA general education course work.*

*Prepared by C. Pardee, Curriculum Office, 6/4/08*

## Team Structure for NCA 2010 Process

President  
Robert Shelton

Provost  
Meredith Hay

Co-Directors  
Beth Mitchneck  
Randy Richardson

Executive Support Team  
Ed Frisch  
Mary Raphael  
Program Coordinator  
Director of Accreditation Research  
Director of Assessment

Steering Committee

Working Teams

1. Working Team One: Mission and Integrity [for all campuses]
  - a. Historical memory
  - b. Campus values and vision
  - c. Diversity
  - d. Land-grant mission
  - e. Health sciences
  - f. Research compliance, human subjects and related activities
  - g. International activities (e.g., Mexico and China initiatives)
  - h. Student development
    - i. Student athletes
2. Working Team Two: Planning for the Future
  - a. Focus on evaluation, planning, and resources for finances, instruction, research, outreach, and human capital
    1. SPBAC, Faculty Senate, FSO, other business offices
    2. Diversity
    3. Campus life
    4. Enrollment management
    5. Deans, foundation and development efforts, economic development
    6. International activities
    7. Technology, integration of technology
    8. Health sciences, arts and sciences, professional schools

DRAFT

3. Working Team Three: Acquisition and Dissemination of Knowledge
  - a. 3A: Student-centered Experience in the Classroom and Beyond (sample topics)
    - i. Instruction
    - ii. Research experiences
    - iii. Campus life
    - iv. Internationalization
    - v. Service learning
    - vi. Diversity
    - vii. Instructional technologies
    - viii. Mentoring
    - ix. Career services
    - x. General education
    - xi. Professional education
    - xii. Student services
  - b. 3B: Engagement and Service (sample topics)
    - i. Technology transfer
    - ii. Cooperative extension
    - iii. Study Abroad
    - iv. University of Arizona Outreach College
    - v. Telemedicine
    - vi. Performance
    - vii. Sports
    - viii. Town and Gown
    - ix. Academic Outreach
      1. Enhance access to higher education
      2. Teacher preparation
      3. K – 12
      4. Relationship to community colleges
      5. State and international outreach
    - x. Development projects at home and abroad
  - c. 3C: Creativity and Knowledge Discovery (sample topics)
    - i. Interdisciplinary research and education
    - ii. Collaborative research and creative activity
    - iii. Societal relevance at local, state, and global scales
    - iv. Translational research
    - v. Graduate training
    - vi. Post-graduate education
    - vii. Performance
    - viii. Undergraduate research
    - ix. Technology transfer

## **DRAFT FOR COMMENT ONLY**

### **VISION for NCA Accreditation 2010**

UA five-year strategic plan vision:

*As a premier land-grant university, The University of Arizona plays a vital role in building a thriving state. The University offers the highest quality education, excels in creating new knowledge that has worldwide impact, and provides leadership and collaboration to address the challenging issues facing Arizona, the nation and the world.*

Our vision for NCA Accreditation 2010 sees accreditation as an opportunity for the University of Arizona to focus on enhancing the value and quality of its programs. Viewed this way, rather than as a matter of compliance, accreditation is an occasion to take a serious look at ourselves, what has worked and what has not, all the while with the intention of identifying a limited number of concrete goals for the future, and establishing the capacity to sustain the effort to achieve those goals.

How will we realize this vision?

- By focusing on a clear assessment of current and past practices.
- By focusing on the future.
- By building on long-term UA strengths.
- By enhancing overall organizational structures in undergraduate and graduate education, research, and academic outreach.
- By recognizing that we live, learn, and work in an increasingly global environment of complex systems.
- By involving all those invested in the University, from students, staff, and faculty to stakeholders from our larger state and global communities.

Our look at ourselves will delve deeply into instructional, research, and outreach missions of the University, with a focus on identifying means to enhance articulations between these core components. We aim to bolster programmatic development and implementation by further facilitating our interdisciplinary and integrative means of engaging knowledge production and application with an increasingly complex set of social, economic, and scientific concerns. The fundamental goal of accreditation will be mapping a future for the University of Arizona that fundamentally recognizes our core focus on students, research, and outreach.

## SUMMARIZED ACCREDITATION CRITERIA FOR NCA 2010

Criterion One: Mission and Integrity Fundamental to the Higher Learning Commission's (HLC) capacity to make organization-specific judgments is the clarity of the organization's stated mission. An organization's definition of integrity must be shaped by the values it affirms for itself as it defines its roles with its multiple constituencies. The Higher Learning Commission points out that *all other Criteria relate in one way or another to this Criterion.*

Criterion Two: Preparing for the Future The HLC explains that the accreditation process has always been understood to say something about the future of the accredited organization. In the past, the affirmation of an organization's future rested heavily on judgments about how the organization had handled change in the past and on the health of planning processes. This Criterion continues to weigh those variables but adds significantly to what is understood to be the challenge of confronting the future in this new century. Perhaps the greatest challenge is to articulate how this campus needs to position itself to successfully confront and embrace a volatile and rapidly changing future environment.

Criterion Three: Student Learning and Effective Teaching With the realization that the true test of teaching is the learning achieved by students, the HLC has shifted its emphasis from process to the *evaluation of evidence*. The evidence also must show that results of the learning and teaching are *directly related to the educational mission stated by the organization.*

Criterion Four: Acquisition, Discovery, and Application of Knowledge The HLC believes that organizational support for creativity and knowledge discovery involves the commitment of funds but it also involves providing a supportive environment when it foresees the ethical and moral implications of various approaches to acquiring, discovering, and applying knowledge. The organization should model the responsible use of knowledge.

Criterion Five: Engagement and Service The term "engagement" stems from the realization that the academy can learn from its constituencies. While we continue to serve these constituencies in many ways and we reach out to share valuable knowledge and skills, we also must engage as equal partners to effectively learn from our many constituencies and so that we may more directly connect our interactions with community needs. We must also understand how internal and external constituencies value the services the UA provides.

Cross-Cutting Themes as a Context for Evaluation The HLC values the four cross-cutting themes of orientation to the future, focus on learning, connectedness (internally and externally), and distinctiveness.

The Future-Oriented Organization: Engages in planning; is driven by the mission; understands social and economic change; focuses on the future of constituents; and integrates new technology.

The Learning-Focused Organization: Assesses student learning; supports learning; supports scholarship; creates the capacity for life-long learning; and strengthens organizational learning.

The Connected Organization: Serves the common good; creates a culture of service; collaborates; and engages in healthy internal communication.

The Distinctive Organization: Has an unambiguous mission; appreciates diversity; is accountable; is self-reflective; and is committed to improvement.

## HEARSAY

they assist the trier of fact to understand the evidence or to determine a fact in issue. Witnesses are not permitted as experts on how juries should decide cases.

### Rule 705. Disclosure of Facts or Data Underlying Expert Opinion

The expert may testify in terms of opinion or inference and give reasons therefor without prior disclosure of the underlying facts or data, unless the court requires otherwise. The expert may in any event be required to disclose the underlying facts or data on cross-examination.

Amended Oct. 19, 1988, effective Nov. 1, 1988.

### Rule 706. Court Appointed Experts

(a) **Appointment.** Appointment of experts by the court is subject to the availability of funds or the agreement of the parties concerning compensation. The court may, on its own motion or on the motion of any party, enter an order to show cause why expert witnesses should not be appointed, and may request the parties to submit nominations. The court may appoint any expert witnesses agreed upon by the parties, and may appoint expert witnesses of its own selection. An expert witness shall not be appointed by the court unless the witness consents to act. A witness so appointed shall be informed of the witness' duties by the court in writing, a copy of which shall be filed with the clerk, or at a conference in which the parties shall

## ARTICLE VIII. HEARSAY - AZ

### Rule 801. Definitions

The following definitions apply under this article:

(a) **Statement.** A "statement" is (1) an oral or written assertion or (2) nonverbal conduct of a person, if it is intended by the person as an assertion.

(b) **Declarant.** A "declarant" is a person who makes a statement.

(c) **Hearsay.** "Hearsay" is a statement, other than one made by the declarant while testifying at the trial or hearing, offered in evidence to prove the truth of the matter asserted.

(d) **Statements which are not hearsay.** A statement is not hearsay if—

(1) *Prior statement by witness.* The declarant testifies at the trial or hearing and is subject to cross-examination concerning the statement, and the statement is (A) inconsistent with the declar-

## Rule 801

have opportunity to participate. A witness so appointed shall advise the parties of the witness' findings, if any; the witness' deposition may be taken by any party, and the witness may be called to testify by the court or any party. The witness shall be subject to cross-examination by each party, including a party calling the witness.

(b) **Disclosure of appointment.** In the exercise of its discretion, the court may authorize disclosure to the jury of the fact that the court appointed the expert witness.

(c) **Parties' experts of own selection.** Nothing in this rule limits the parties in calling expert witnesses of their own selection.

Amended Oct. 19, 1988, effective Nov. 1, 1988.

### Comment

Federal Rules of Evidence, Rule 706(b) is appropriate in Federal Courts where the funds to compensate experts are made available by statute. Such funds are not generally available in Arizona except in capital offenses, A.R.S. § 13-673; sanity hearings, A.R.S. § 13-1674; medical liability review panels, A.R.S. § 12-567(B)(4) and (M); and mental health proceedings, A.R.S. § 36-545.04. Therefore, Arizona Rules of Evidence, Rule 706(a) was prefaced by the availability of these funds or the compensation of the experts to be agreed upon, and Federal Rules of Evidence, Rule 706(b) was not adopted, and paragraphs numbered (c) and (d) were renumbered paragraphs (b) and (c) respectively.

ant's testimony, or (B) consistent with the declarant's testimony and is offered to rebut an express or implied charge against the declarant of recent fabrication or improper influence or motive, or (C) one of identification of a person made after perceiving the person or

(2) *Admission by party-opponent.* The statement is offered against a party and is (A) the party's own statement, in either an individual or a representative capacity, or (B) a statement of which the party has manifested an adoption or belief in its truth, or (C) a statement by a person authorized by the party to make a statement concerning the subject, or (D) a statement by the party's agent or servant concerning a matter within the scope of the agency or employment, made during the existence of the relationship, or (E) a statement by a conspirator of a party



## Office of Copyright Management & Scholarly Communication

In partnership with the Vice President for Research and the Vice President for Instruction, the UA Libraries created an Office of Copyright Management and Scholarly Communication to provide assistance to faculty on campus when they encounter ethical/legal issues as they pursue their scholarship and teaching in an online environment. Three issues being addressed by the new office are listed below.

### NIH Public Access Policy

When Congress passed the Consolidated Appropriations Act of 2008, it contained the following direction to NIH:

*The Director of the National Institutes of Health shall require that all investigators funded by the NIH submit or have submitted for them to the National Library of Medicine's PubMed Central an electronic version of their final, peer-reviewed manuscripts upon acceptance for publication, to be made publicly available no later than 12 months after the official date of publication: Provided, That the NIH shall implement the public access policy in a manner consistent with copyright law.*

The resulting policy set April 7, 2008 as the date after which all manuscripts accepted for publication must be submitted to PubMed Central. Information and assistance is available at [www.library.arizona.edu/nih](http://www.library.arizona.edu/nih)

### Harvard Faculty of Arts & Sciences Vote for Open Access

In February 2008 Harvard's Faculty of Arts & Sciences voted to grant the university a license to make their articles available on the open web so long as the articles are not sold for profit. This license is granted prior to publication, thus requiring faculty to maintain their copyrights and sign agreements with journal publishers that are compatible with this earlier license.

In May, the Law School Faculty adopted a similar requirement. In June, faculty at Stanford's School of Education approved a similar policy. In 2005 the UA Faculty Senate endorsed a statement encouraging faculty to consider publishing in open access journals.

### Cambridge University Press, et al vs. Georgia State University

In April, three academic publishers—Cambridge University Press, Oxford University Press, and Sage Publications—filed a copyright infringement suit against Georgia State University for copying articles and book chapters and placing them in their course management system (Blackboard Vista) and electronic reserve service. The legal filing is posted at [www.publishers.org/main/PressCenter/documents/GSULawsuitcomplaint.pdf](http://www.publishers.org/main/PressCenter/documents/GSULawsuitcomplaint.pdf)

**Contact:** Dan Lee, Director  
Office of Copyright Management & Scholarly Communication  
Main Library A212  
[leed@email.arizona.edu](mailto:leed@email.arizona.edu)  
(520)621-6433

UNIVERSITY OF ARIZONA  
Faculty Center  
1400 East Mabel Street  
621-1342 (Fax: 621-8844)  
*SPBAC@listserv.arizona.edu*

## **SPBAC “Transformation” Subcommittee**

**Miranda Joseph**, Associate Professor  
Department of Women's Studies  
*Strategic Planning and Budget Advisory Committee,  
Chair*

Carol Beltran, Department Administrator  
Department of Physiology  
*Appointed Professionals Advisory Council  
Representative*

Bill Bowen, Special Counsel to UAF President  
for Board Relations  
*UA Foundation Representative (Ex-officio)*

Gail Burd, Vice Provost for Academic Affairs  
*Provost's Office Representative (Ex-officio)*

Wanda Howell, University Distinguished  
Professor  
Department of Nutritional Sciences  
*Chair of the Faculty*

Ashley Hyne, ASUA Presidential Chief-of-Staff  
*ASUA Representative*

Robert Jacobi, College of Engineering  
*Graduate and Professional Student Council  
Representative*

Peter McAllister, Director  
School of Music  
*Faculty Member of SPBAC (Appointed by the Chair  
of the Faculty)*

JC Mutchler, Assistant Professor  
History, UA South  
Secretary of the Faculty; Chair, Arizona Faculties  
Council  
*UA South Representative (Appointed by the  
President to this SPBAC Subcommittee only)*

Lynn Nadel, Regents' Professor  
Department of Psychology  
*Faculty Member of SPBAC (Appointed by the  
Chair of the Faculty)*

Ana Rodriguez, Business Manager, Senior  
Computer Science  
*Staff Advisory Council Representative*

Christine Salvesen, Assistant Director  
Disability Resource Center  
*Commission on the Status of Women  
Representative (Ex-officio)*

Ted Tong, Assoc. Dean  
Pharmacy  
*Faculty Member of SPBAC (Appointed by the  
Chair of the Faculty)*

Christopher J. Vlahos, President  
UA Alumni Association  
*Alumni Association Representative (Ex-officio)*

Mark Walker, Professor and Head  
Department of Economics  
*Faculty Member of SPBAC (Elected)*

Mary Wildner-Bassett, Dean  
College of Humanities  
*Dean Member of SPBAC (Appointed by the  
President)*

The University of Arizona  
**Transformation Timeline**

## **September: The Proposal Development Phase**

Preliminary proposals are being developed by deans and also by department heads and faculty considering opportunities for consolidation. Pre-Proposals are being discussed in various forums. Such discussions should include the current names of the units to be merged and a name for the new unit. General ideas about the structure of the new unit (graduate and undergraduate programs, faculties, etc) should be outlined along with projected savings. All proposals should specify how the mergers and realignments will strengthen the research, teaching, and service of the units while increasing efficiency.

Send comments and queries on procedures to [uatransf@email.arizona.edu](mailto:uatransf@email.arizona.edu).

## **October: Deliberations upon Proposals**

### **October 13: White Paper Proposals Due to Provost**

Whether teams are formed by deans, heads, or independent working groups, all proposal teams must consult staff, appointed personnel, faculty, and students. The process of building support for proposals must include consultations with department heads and deans. Interdisciplinary teams may also consult with Graduate Dean Andrew Comrie. Open forums must be held before White Paper Proposals are submitted. Input should also be solicited from external constituencies.

By October 13, White Paper Proposals are to be submitted by interdisciplinary working groups, heads, and deans. These proposals should have a cover page and budget page, as detailed below. Feedback will be provided by the Transformation Advisory Subcommittee of SPBAC.

Proposals will be submitted to a portal that will be on the Provost's Transformation Page by October 3:  
<http://provost.arizona.edu/transformation.php>

### **White Paper Proposals should include**

#### **Cover Page**

- Name of the proposed new unit;
- Name, address, phone number and email information of one contact person for this proposal;
- List and title of the members of the team that developed the proposal;
- List of the current units (including the academic programs) that will be reorganized/consolidated.

#### **Three-Page Justification**

- Explanation of how the reorganization or consolidation will strengthen the unit's teaching, service, and research, or creative activities, and thereby advance the University in accordance with the UA Strategic Plan 2009-2013;
- Explanation of how the reorganization will raise the unit's and the university's ranking or reputation; and
- Description of the processes of consultation with deans, heads, faculty, staff, appointed personnel, and students and the extent to which this proposal has the support of those affected (with the understanding that it may not have been possible to conduct full consultation with all parties at this point in the process)..

#### **Budget page**

- A budget page with a general outline of the projected net savings due to the reorganization.

The SPBAC Transformation Plan Advisory Subcommittee will review the White Papers and provide not more than one page of advice and feedback to the Provost regarding:

- 1) Duplications among the proposals,
- 2) Positive impacts of each proposal, and
- 3) Negative impacts of each proposal with respect to the following criteria.

### **Positive and negative impacts will be assessed by SPBAC criteria:**

- Centrality to mission and priorities of the university;
- Quality of research, teaching, and outreach;
- Productivity in educational offerings and research, scholarship, and creative activities;
- Efficiency of unit's operations; and
- Demand for the research, services, and graduates from the unit.

For further information on the SPBAC Guidelines for Academic Program Prioritization, visit <http://provost.arizona.edu/RecGuide.pdf>

## **November: Full Proposal Development**

### **December 15: Full Proposals Due to Provost**

By November 3, the SPBAC subcommittee will make recommendations to the Provost on proposals for further development. Proposals may be revised, revamped, and rejected in this phase of the process, and alternatives may also emerge. The Transformation Coordinating Committee in the Provost's Office will provide support in helping contributors to consider five crucial elements of proposals: the effects on students, on faculty, on staff and appointed personnel, on business practices, and on external relations. Further consultations will be held with affected department heads, deans, faculty, staff, appointed personnel, and students. Full Proposal Teams must include representatives from staff, appointed personnel, and students and should include input from external constituencies. Deliberations with these groups must be detailed in the proposal.

As a result of these consultations, five-page Full Proposals will be developed to expand upon the elements included in the White Papers, including an additional cover page and a budget page. The Full Proposals will be evaluated on the criteria used for White Papers; however, full Proposals will also be assessed on the likelihood that the proposed merger or realignment can be implemented in a timely manner. As part of ongoing efforts to strengthen the University, reorganizations and eliminations of undergraduate and graduate programs can occur as part of this Transformation or may be proposed at a later date.

### **Full Proposal Contents:**

#### **Cover Page**

- Name of the proposed unit;
- Name, address, phone number and email information of the person(s) to contact about this proposal;
- List of the current units that will be reorganized or consolidated; and
- List of the existing academic undergraduate, graduate, and professional programs, and if appropriate, a list of the proposed reorganized, eliminated, or newly formed academic programs.

#### **Body of Proposal**

- Discussion of the advantages to students, employers, and The University of Arizona of the reorganization of the academic programs;
- Discussion of any changes or eliminations of the existing undergraduate and graduate programs;
- Clear explanation of how the consolidation will strengthen the unit's teaching, service, and research or creative activities;
- Explanation of how the consolidation will raise the unit's and the university's ranking or reputation; and
- Discussion of the mechanisms, meetings, town halls, etc. that were given to vet this proposal with faculty, students, staff, and relevant external constituents.
- Summaries of comments from these groups along with a list of the names of all affected faculty and a tally of the votes for, against, or abstaining on the proposed transformation plan.

#### **Budget Page**

- Detailed information about the projected savings due to the reorganization. This page should list the titles of staff members, appointed personnel, and administrators (without names) in the existing units and the titles of the positions who will be needed in the reorganized or consolidated unit (also without names)

**For weekly updates on the Transformation Process, visit**  
<http://provost.arizona.edu/transformation.php>

# SPBAC White Paper Evaluation Form

White Paper Title \_\_\_\_\_

Would this proposal improve. . . ? (Point scale: 2=high impact, 1=some impact, 0=no impact/negative impact)

Centrality to Strategic Plan	
------------------------------	--

Quality of teaching, research/scholarship/creative activity, service	
--	--

Productivity/Quantity of teaching, research/scholarship/creative activity, service	
--	--

Cost Effectiveness	
--------------------	--

Internal/External Demand - ability to fulfill	
---	--

Rankings and Reputation - of Unit and University	
--	--

List overlapping/competing proposals: _____ _____ _____ _____ _____ _____ _____ _____
---

Point Total	
-------------	--

Additional questions:

Does this proposal provide evidence of consultation with deans, heads, faculty, staff, appointed personnel, and students?  Yes  No, explain \_\_\_\_\_

\_\_\_\_\_

Does this proposal have the support of those constituencies?  Yes  No, explain

\_\_\_\_\_

\_\_\_\_\_

Other issues/concerns about this proposal?  No  Yes, explain

\_\_\_\_\_

\_\_\_\_\_