General Education Questions and Answers for Day One
(in no particular order of importance, may be updated)

Q: Can a course be offered in Tier I or II AND be offered within the department with its regular numbering system?
A: Only Tier II courses can be offered under the departmental numbering system.

Q: Since the new Gen Ed scheme concentrates on lower-division courses, will the 42 upper division unit requirement be reduced?
A: The upper division requirement has not been changed, but it is under review.

Q: If a student takes the first two semesters of their 2nd language because they did not test any higher, do they receive the credits? If so, do those credits go toward the 120 units needed for graduation?
A: Yes

Q: If a student has not completed the prerequisites in Tier I, will registration be blocked for a Tier II course? How are the prerequisites monitored?
A: The student will not be blocked from registering. The advisor will be the 'gatekeeper' to help keep the students on track.

Q: Have we adequately informed high school advisors about the language placement exam that is required for entering students?
A: High schools both in and out of state have been informed of this requirement.

Q: What is the rationale for having Tier I courses be prerequisite to Tier II courses, as they will be completely different topics?
A: After completing Tier I courses students will have mastered certain concepts they will need to advance to the concepts behind Tier II courses.

Q: Will the sections/titles of courses always stay the same (i.e. will TRAD 101 section 1 always be Chinese Civilization)?
A: The titles will stay the same but the section number may vary from semester to semester.

Q: The Psychology major requires PSYC230 - Statistics, which also satisfies the Math foundations requirement. Under the new policy, which states, "No Tier One or foundations course can apply to a major or minor..." -- will Psychology (and Sociology) majors be required to complete an additional Math course or will an exception to this be made?
A: Students will have to choose a course in their Math strand to fulfill the Tier One requirement. They will have to designate the course to be used and will not be allowed to use the course again in the major (no double-dipping).

Q: How will the # sign be evident on the SAPR?
A: It will appear as a # sign after the course number.

Q: How many credits are in each Tier?
A: Three

Q: A point of fact: two Tier Two Arts courses(ENGL 209, 210) have the prerequisite of Freshman Comp.
A: Yes, Tier Two courses can have foundation courses as prerequisites.

Q: What will all new students be given for advising materials? Will all the new general education offerings be in the catalog?
A: The information will be in the same places that it was before: in the new General Education section of the Schedule of Classes and in the catalog http://catalog.arizona.edu. The courses will also be listed on the General Education Committee's website: http://w3.arizona.edu/~uge/gened/.

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General Education Questions and Answers for Day Two, part I
(in no particular order of importance)

Important Notes

✓ Clarification of GRO Policy for Tier One courses:
Grade Replacement Opportunity:
Use of this grading option for Tier One courses will be limited to courses with the same section title as well as the same course number.
For example, not all NATS 101 courses can be "GRO" so for all other NATS 101 courses, you have to use courses and sections with the exact same title.

✓ University General Petitions: For the benefits of students seeking the identity and home department of instructors of Tier One courses, a database with such information by semester will be maintained by Kathy Gonzalez-Landis in the Office of Undergraduate Education

✓ Incomplete ("I") Grades: When negotiating agreements with students for the awarding of "I" grades for Tier One courses, instructors must be aware that not all Tier One courses will be taught with regular
frequency. All "I" agreements that incorporate elements of a course's subsequent offering must recognize the possibility that a specific course may be offered again within the one-year period allowed for replacement of an "I" grade.

Q: How can you place out of Tier One Natural Sciences or any of the Tier One courses?

A: AP and CLEP for first time Freshman. Transfer students will have their courses articulated by their college or by the Arizona Course Equivalency Guide.

Q: If a student takes a GRCE (gender, race, class, ethnicity) in their major does that course count for General Education requirement as well as major requirement?

A: The student will receive 3 units towards their major and they will have met the requirement that they take a course meeting GRCE requirement.

Q: If I CLEP SPAN 101, 102, 201, 202 do I only receive credit for 202 and 202 if I am a BS student? What if I am a BA student?

A: If you CLEP four courses you will get credit for four courses. You will get the credits attached to those four courses. If you are a BS student you will use 8 of those credits to meet your language requirement. If you are a BA student you will use all 16.

Q: On the AP sheets, you mentioned that a score of 3 in Biology satisfies Tier One, NATS 104 and no course credit is awarded. However, in the "credit" column it shows that 4 units are awarded. Does the student receive credit?

A: Yes, they receive four units of credit and it is elective lower division credit which then satisfies NATS 104. Not a specific course, but the requirement.

Q: Since the old catalog specifically states that a student may select a newer catalog, how can we now legally state that they may not?

A: The catalog states "Announcements in this manual concerning regulations, fees, curricula, or other matters are subject to change without notice. Please refer to the electronic catalog at http://catalog.arizona.edu for the most current information."

Q: What if a student's second college strongly disagrees with articulation substitutions made by the first college?

A: After we all understand the guidelines which will govern articulations and substitutions, significant disparities probably will not occur. However, substitutions and their reasoning will be monitored by the University-wide General Education Committee. The bottom line is that we will honor each others decisions.

Q: Will students now be able to fulfill their general education requirements under one catalog while fulfilling their major and minor requirements under a different catalog?

A: For continuing students this is a college decision, as in the past. This should not be an issue for new students.

Q: Would a first time student be admitted to the University if they had two deficiencies in foreign language because he/she was exempt from foreign language in high school because of a learning disability?

A: Students may request special consideration of their application on the basis of disability. If their documentation of disability is valid and it indicates a legitimate need for foreign language exemption the student may be admitted, if they meet all other criteria for admission.

Q: Who has the authority to sign off on minors at degree check time?

A: For students under catalogs prior to 1998, the major advisor does. For students under catalogs 1998 and subsequent, the minor department does.

Q: Students are placed into Math 122 by Math placement exam. Will they be allowed to place themselves into Phil 110 thus eliminating the need to take Math placement exam?

A: All students must take the Math Placement Exam at orientation. If they place into Math 122 and their major holds a General math strand, they have the choice of taking either Math 122 or Phil 110.

Q: How do we find the answers to our questions on the web page? Many of us are just learning to use the web. Where specifically do we look for that section?

A: CONGRATULATIONS! If you are reading this you found the answer to your question.

Q: In the CLEP listing ECOL 100 and 206 are listed as General Biology. At the UA General Biology refers to MCB 181 and ECOL 182. Can a score of 50 on CLEP count towards these courses as well?

A: Specific course credit for CLEP and AP are decided by departments. MCB has not offered course credit based on CLEP and AP exams for biology.

Q: Will returning UA students who have missed more than 2 semester and now fall under the 98 requirements be allowed to follow their earlier catalogs or will they be required to complete Tier 1 and Tier II?

A: They must follow the current policy as it is: their catalog would be the one in effect at the time of their return. But remember, also under current policy students can petition their college to keep their old catalog in cases of undue hardship.

Q: One the Second Language Substitution Agreement form, SPH 107 is listed as a course to satisfy the introductory area for the second language substitution. Does SPH 107 still exist or has it been renumbered?

A: It has been renumbered and is now SPH 207. Please correct the form you were given and all future forms will indicate the correct course number.

Q: If a continuing student doesn’t process his/her substitution agreement until Fall 98 or later, will he/she be held to the terms of the new substitution
Q: If a student has 24 or more units and is over 22 years of age, why do they need to submit high school transcripts for transfer students 22 years old or older at the time of enrollment?

A: We do not need the high school transcripts for transfer students 22 years old or older at the time of enrollment.

Q: What courses will be used for a Math substitute for a student with a learning disability?

A: Traditionally, Phil 110 and MIS 111 have been used for substitution of Math requirements. These courses may be considered for substitution of "General" math strand. Substitution of course work at the "Moderate and Substantial" math strands is a decision for the colleges.

Q: If a student is admitted with a high school deficiency in lab science, will that deficiency not be satisfied until successful completion of Tier Two Natural Science?

A: A Tier One Natural Science course will fulfill a high school lab science deficiency.

Q: Can a programming language be used to satisfy a second language requirement?

A: No.

** General Education Questions and Answers for Day Two, part II

(Q in no particular order of importance)

Q: If a student has a deficiency (math or foreign language) how do these units count towards their degree?

A: Making up deficiencies is done by fulfilling general education requirements.

Q: If a student is over the age of 22 and has some community college transferable hours, but deficiencies in math and science, will they be admissible?

A: This student is still a Freshman, not transfer, therefore we will need to review high school transfer deficiencies and we would deny students with this combination.

Q: Did I hear you say that since students’ deficiencies will be met by gen ed that they will now have two years to meet these instead of one?

A: When they have met their gen ed requirements they will have fulfilled their deficiencies, no matter how long it takes to complete gen ed.

Q: In the past Math 122 did not meet high school Math deficiency. Now that Math 122 or Phil 110 are going to meet gen ed does that mean that Math 122 does meet the deficiency? What about Phil 110?

A: General education requirements fulfill high school deficiencies.
Q: Will continuing students under "old" catalogs be able to request minors that have been approved to begin in '98-'99?

A: The major advisor may determine on a student-by-student basis if this is appropriate, however, it is important for the major advisor to contact the minor department to determine if minor department is willing/able to accommodate students in catalogs prior to 984.

Q: Where will advisors find the list of courses approved for individual minors?

A: Work is almost complete to make minors available via the online catalog. Once complete, students and advisors will be able to access requirements/courses for all undergraduate minors by selecting the appropriate heading on the homepage of the online catalog.

Q: Do students following catalogs prior to 984 have to follow the prescribed content of their minor or get approval from the minor discipline?

A: Students following catalogs prior to 984 will continue to have their minors approved by their major advisors. Only students following 984 and later catalogs will be required to see an advisor in the minor department if a substitution/adjustment is required.

Q: Some colleges prohibit ‘double dipping’ between the major and minor (i.e., using a course to satisfy a requirement in both the major and minor). How will these colleges handle it when a specific course is required for both the major and the minor?

A: The advisor may determine on a student-by-student basis whether or not it is desirable to require the student to complete an additional course which would be specified by the advisor. In instances where an additional course is not required, it is important to ensure that the student will have a sufficient number of units to meet graduation requirements.

Q: Could you explain the thematic minor? What is the thematic minor form? Who approves the thematic minor, the advisor, or do students have to go to each "area" advisor?

A: The thematic minor draws from courses related to a common theme across two or more disciplines. A thematic minor is available to students by petition only and must be approved by the student’s major advisor. The thematic minor form is used to list the courses which have been approved by the major advisor to satisfy the requirements of the thematic minor. The student should meet with his/her major advisor and complete the form early in the student’s academic program to ensure the minor has a cohesive common theme.

Q: The new minor policy states that a thematic minor is "across two or more disciplines." Two areas used to be considered a split minor and thematic minors used to be three or more disciplines, is this no longer true?

A: This is indeed a change in the definition of a thematic minor under the new minor policy. Effective 984, thematic minors consist of course work from two or more disciplines. One reason for this change is that with the current student information system and on the transcripts it produces it is not possible to differentiate a student who is completing a split minor from a student who is completing the requirements for two full minors.

Q: How are the courses approved for the thematic minor put on an On Course form?

A: It is not necessary to list course work for thematic minors on a special form for On Course. Simply complete the thematic minor form and if online adjustments are completed in your college, submit the form to someone in your college or submit the form to the Graduation Services Office and the courses will be entered online for your college. Once the courses are entered in the system, the student’s Student Academic Progress Report (SAPR) will reflect the thematic minor and all outstanding as well as completed courses which will be used to satisfy the minor.

Q: Advisors and faculty need to be able to access students’ SAPRs immediately. What is being done to make this happen? What can we do to make it happen? How can we help?

A: While it is recognized that this is a very real need, unfortunately, at this time there are no plans in place to make SAPRs available to advisors and faculty on a realtime basis. In spite of the fact that there is no guarantee that this will or can be accomplished in the immediate future, it is always worthwhile to make your needs known to those who have the authority and resources to make this possible at some time in the future.

Q: What is the difference between the new AGEC and the old TGECC?

A: Six units. AGEC has 35 units and TGECC had 41.

Q: How many students do we expect to actually do the AGEC considering that very few students did the TGECC? Are we addressing a problem that does not exist?

A: Pima Community College is building its new degrees on the AGEC and we will be seeing those students!

Q: How can we obtain the AGEC requirements for each community college?

A: They will be appearing in the community college transfer guides: http://w3.arizona.edu/~oncourse/tguides/athome.htm

Q: If dual enrollment high school/community college students may be able to use the current catalog, is it true that a May 1998 high school graduate who takes community college courses during Summer 1998 will need to be in our 1998-99 catalog?

A: Yes, catalog choice is based on first regular semester of enrollment.

Q: When will an authoritative list of community college courses acceptable for the new UA general education be available and where will we be able to find it?
A: This will be in the community college transfer guides: http://w3.arizona.edu/~oncourse/transferhome.htm

Q: Why does the AGEC only require one Science course in Tier One when two courses are required in Tier One at UA?

A: The AGEC only requires two sciences, this was the natural break for the program.

Q: How will the AGEC work with On Course when it is not a course-by-course substitution?

A: This is still being worked out.

Q: How will we be able to identify on SIS that an AGEC has been completed?

A: A committee of registrars and admissions officers are dealing with this. They will develop policies and procedures.

Q: If we only accept Arizona Community College Associate degrees in place of the general education requirements, will students with out-of-state Associate degrees be able to plead that the UA discriminates against them?

A: The Associate degree is used to meet admissions requirements. If an associate's degree contains the AGEC, it satisfies the general education requirements.

Q: Please clarify what you said about AGEC with only two sciences -- does it complete UA general education, which requires three courses?

A: Yes, a complete AGEC satisfies UA general education requirements.

Q: Assuming that Arizona community colleges will not be offering Tier 1 and Tier 2 courses, will On Course automatically apply; for example, HIST101 to Traditions & Cultures, or will we need to make course-by-course adjustments to the SAPR?

A: Tier 2 courses will still have community college equivalencies. Tier 1 probably will have very few community college versions, if any.

Q: You mentioned that Associate's degrees will not transfer in a block, only AGEC. What, then, is the reasoning behind the various articulation task forces having to designate their degrees as AS-SR, AS-GR, etc? If we work with the community colleges (as we were charged with) to design Associates degrees that will essentially substitute for the first two years of course work in the major (plus AGEC), will those Associate's degrees then transfer as a block?

A: The AGEC will be used as a block. Because of program variations, the work beyond the AGEC will need to be evaluated.

Q: Why can’t UA Admissions place community college transfer students in their Community College catalog instead of the current fall or spring catalog at the UA?

A: Admissions does not make college catalog decisions. SIS automatically assigns the current catalog when students are admitted. It is up to the college and the student to make the correct academic assignment through a R-10.

Q: Can SATI’s be used for language competency?

A: SAT’s are used for admissions’ purposes concerning high school deficiencies however, SAT’s cannot be used to set proficiency.

Q: Which standardized national tests are acceptable for language placement?

A: CLEP and AP.

Q: If first year students will not be admitted with math/science deficiencies, but all deficiencies will be completed after students complete general requirements, why not admit those students with math/science deficiencies?

A: Students are not deemed to be well enough prepared to succeed at the University academically from the beginning if they are deficient in these two key areas.

Q: For someone over 22, who has not attended any post-secondary institutions, what admission standards will be used?

A: High school, curriculum and aptitude.

Q: How will students be directed to freshman or transfer originsations?

A: The following unit cutoff will be used: students with less than 23 units will be considered freshman; students with 24 or more will be considered transfer students for orientation purposes.

Q: Please clarify where grid is mentioned in opening remarks regarding insert of "not" into sentence on English transfer policy.

A: The correction is on the second page under Policies in the paragraph entitled English.

Q: On the CLEP grid, credit is missing for History of the United States, Early Colonization, right?

A: Correct. History 106 should be added as course credit with a score of 50 in that exam area.

Q: Does the new GRO policy apply to students who are currently taking Tier One courses? If so, how would those students have become aware of the new policy?

A: There really is no GRO policy. We have just added a clarification to deal with the problem of duplicated, identical Tier One course numbers assigned to courses of different content. Although the GRO policy statement refers to "courses with the same title as well as the same course number," the actual intent is to ensure identical course content. Student appeals of GRO denials will be considered on a case-by-case basis by the Office of the Registrar, in consultation with the appropriate departments.
Note from On Course! It is very important that when a substitution is made by an advisor, that substitution be made on the SAPR also. This action will save a student a lot of stress when/if they transfer to another college.

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General Education Questions and Answers for Day Three
(in no particular order of importance)

Q: Do students have to complete all courses required in Tier I before taking Tier II courses or only complete the Tier I pre-req courses specific to Tier II courses?

A: Tier II courses in Natural Sciences build on Tier I courses in the same area, and explicitly require completion of the Tier I requirement.

Similarly, Tier II courses in Individuals and Societies build on Tier I courses in the same area, and explicitly require completion of the Tier I requirement.

Tier II Humanities courses build on Tier I Traditions and Cultures, so implicitly assume completion of that requirement.

However, Tier II Arts courses do not build on Tier I Traditions and Cultures and do not require completion of that requirement.

Q: Knowing how frequently students have to change majors, is it appropriate to make most of all Humanities Tier II courses for non-majors?

A: Tier II Humanities courses must be appropriate for non-majors. However, departments may allow them to be counted toward the major or the minor.

Q: Since all the new General Education courses are going to be interdisciplinary, team-taught by faculty, what are the department TAs going to do?

A: Tier I courses will be interdisciplinary and will be taught regularly. A proposal for a Tier I course must name at least two professors who could teach it. In any given semester, a single professor may be the instructor of record, and one or more graduate students may serve as graders or discussion leaders.

Tier II courses may be more specialized. A single professor may propose and teach a course at this level. Again, graduate students may serve as graders or discussion leaders.

Q: Here are two related questions: Are Tier I faculty expected to provide writing instruction? If not, who will? Academic writing is taught in the composition courses. Why aren’t these Foundations courses prerequisites for the Tier II “writing intensive” courses?

A: The rationale behind the intensive writing requirement in Tier I courses is that students need to understand that writing is a way to think and develop ideas as well as a way to communicate them.

Formal writing instruction is given in the Freshman Composition courses that each freshman is required to take. If these courses were made prerequisites to Tier I, it would add another year to the undergraduate curriculum—a year of composition before the year of Tier I! Since we don’t want to do that, students take their composition courses at the same time they are taking Tier I courses.

This actually makes good sense. It means that all freshmen are getting specialized instruction in writing at the same time that they are writing intensively in their other courses. From the faculty point of view, while faculty in the Tier I courses will assign, assess, and give feedback on their students’ writing, they do not have to give detailed instruction since students will be taking composition at the same time.

Q: Are you really expecting students to complete the entire Tier I before they can move into ANY Tier II? Wouldn’t it be possible for a student to carry one Tier I class into the 1st semester of the sophomore year and still fulfill Tier II courses that semester?

A: The prerequisite for Tier II Natural Sciences courses is completion of Tier I Natural Sciences, not completion of all of Tier I. Similarly, the prerequisite for Tier II Individuals and Societies courses is completion of Tier I Individuals and Societies, not completion of all of Tier I. (For Traditions and Cultures, the question is moot as there are no prerequisites other than composition for most Tier II courses.) Thus a student could indeed begin taking Tier II courses before finishing ALL of his or her Tier I requirements.

Q: At one point there was the suggestion that additional TA-type resources would be made available to support Tier I initiatives. What’s the status on this?

A: Support for Tier I instruction is available from a number of different directions. Right now there are a number of initiatives that will directly support Tier I faculty in the classroom. A group of faculty is working to get grant support for developing an undergraduate preceptor program which would put undergraduates in Gen Ed classrooms to provide assistance to both faculty and students. The University Teaching Center (UTC) is sponsoring a series of faculty roundtables in which faculty talk with other faculty about solutions to shared problems such as dealing with large classes (assessment, writing, participation, etc.) and using multimedia. UTC is also helping formulate a plan for using resources that are available through the Office of Undergraduate Education to support Tier I faculty as the new curriculum gets underway next year. For example, some of that money will probably be made available to faculty in the form of resources to help them grade student writing—this will be at the same time that those faculty are helped to explore alternative ways of assigning and evaluating writing, ways that are not so labor-intensive.

UTC is working with faculty from across the campus to determine their support needs and to give them training in areas such as instructional technology and writing in large classes. This kind of support is available to Gen Ed faculty on an individual drop-in basis, in small or large groups, on a one-time, short-term, or long-term basis.

Much of UTC’s technology-centered faculty development work takes place in the Faculty Center for Instructional Innovation (FCII) located in CCIT 337.
Q: What will be the effect, if any, of the new General Education curriculum on minors? Many times half of a minor’s curriculum is based on lower-division courses.

A: The rules for “double-dipping” in the new curriculum are as follows:

1. No Tier I or Foundations course can apply to a major or minor with the following exceptions:
   a. any Math course above Math 124
   b. the third and fourth semester of a second language sequence taken to satisfy the second language requirement in General Education.

2. A maximum of 2 courses can be used to simultaneously satisfy General Education and minor requirements. **Please note that this is different from the response given at the meeting.

Q: What does "writing intensive" mean?

A: It means that the course has at least a 10 page paper/2500 word document as one of the assignments and that it be a different assignment that one would expect to find in a writing intensive requirement within the major.

Q: How will Tier One faculty handle the writing instruction and response which students who have not completed composition will need?

A: Students will be given both graded and ungraded writing assignments and faculty are encouraged to give students the opportunity to do drafts. There will be multiple modes of writing and group projects will be an option also. It is not possible to have students wait to begin gen ed until their third semester, after they completed their composition.

Q: How will be proposed date of Oct. 14 for the “Gen Ed Fair” affect those students who are eligible for priority registration?

A: The chosen week of Oct. 14 is when those having priority registration (student-athletes, SALT/EDRR) will get their advising. We had to pick a time when advisors were available…after the week of the 12th most advisors will be too busy with Seniors Juniors, etc to attend.

Honors do not get priority until after seniors register so that group will also have plenty of time to visit their options. Also, remember that the Fair will giving SUPPLEMENTAL information...there is already a great deal of information on the courses available to those with priority.

Q: Several studies have demonstrated that “active learning teaching techniques” improve retention and high levels of understanding among adult learners. Are these considered in gen ed course selection and guidelines?

A: Yes

Q: Will the slides presented by speakers be on the web?

A: Yes. They will also be given out at the 4th session on the 26th.

Q: I heard that labs were no longer allowed in gen ed courses. But clearly some courses do contain a lab component. Can you clarify the status of laboratory courses?

A: Tier One courses are three credits only, with a “lab experience” included - which can be any number of options including a traditional lab.

Q: Please repeat what you said about the math strands… the student goes from major requiring "g"strand to a program that requires a "S" strand - he can't just use the "g", can he?

A: No, and neither can she. A student needs to take the appropriate math course for a major. If the required course is not used as the gen ed math requirement, it would be considered a pre-major requirement.

Q: Newtonian Physics - but not any modifications required the special theory of relativity, (this was on a card so we considered it a question and gave it an answer).

A: Only the common concepts in each course. Obviously a course can have more as decided by the individual instructor.

Q: If student declares major in Philosophy and takes all Tier I and Tier 2 courses, then changes major to Geography, will student need to complete different Tier 2, INDV course?

A: No but now the Tier Two course taken when a Philosophy major will not count toward the major as it would have before.

Q: If student declares Gen Biology major and completes Tier I with Chem 103ah, 104ah, then changes major to BA in Math, will student need to complete NATS courses at Tier One? Or can student jump into NATS at Tier 2 without the Tier One NATS?

A: The new math major has their NATS Tier One fulfilled. They will need to take NATS course at Tier 2.

Q: How are to know if their transfer course has a writing component?

A: Ask for a syllabus.

Q: If a science intensive major requires specific courses for Natural Science and a student changes into a science intensive major after completing the NATS courses at Tier One, can we still require the courses we are using for NATS science (ie chem, biol, etc)?

A: The NATS courses already taken will not count as their Tier One NATS courses. Having changed majors, they will now have to complete the Chem, biol, etc courses which will then be pre-major requirements.

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General Education Questions and Answers for Day Four
(in no particular order of importance)
Q: How soon will advisors be able to do degree checks online? This would save students a lot of leg work.

A: In fact, advisors who enter their own online adjustments and notations in On Course are doing degree checks online. When adjustments are kept up-to-date throughout the student’s program, the senior degree check may not require any further adjustments for the student. SAPRs provide ongoing degree checks for students throughout their academic career.

Q: Give us the tools we need now, not in 2001! As advisors we need to have access to students’ SAPRs immediately. How can we help? What can we do to put this issue at the same priority level as the Year 2000 Project?

A: The need for faculty and advisors to have online access to SAPRs is very great, however, it does not warrant the same priority level as the Y2K Project. If the Y2K Project is not completed in a timely manner, serious negative consequences will occur including legal ramifications and the certainty that the University’s primary computer system would not be functional which would paralyze academic and administrative units throughout the campus. On the contrary, if faculty and advisors do not have online access to SAPRs, the advising and degree check functions will continue, although admittedly at a lower level of efficiency than if SAPRs were available online.

Q: Why does it take a business day to view the SAPR? Why isn’t it real time if it is on the computer?

A: In order to provide the most up-to-date information, SAPRs do not reside in SIS as complete documents, but are actually compiled each time a SAPR request is submitted. The compilation of the SAPR is a computer resource-intensive process and there has been concern that producing SAPRs on a real time basis would further burden a system that is already overtaxed. Therefore, CCIT created an interim solution which allows students to request a SAPR via Student Link which is then available the following business day and remains on the system for seven days. This allows us to produce SAPRs in a batch process during the night when the load on the system is greatly reduced and SAPRs are then available to be viewed or printed from Student Link the following day.

Q: When a student or advisor is viewing a SAPR online, can’t s/he just print it out?

A: Yes, once the SAPR is available via Student Link, the student has the option of viewing or printing the SAPR any time within seven days. SAPRs are also printed for all colleges the seventh week of each fall and spring semester (approximately one week prior to opening of RSVP). Advisors and faculty may also request SAPRs for individual students or for specified groups of students at any time during the year by contacting Patti King at 621-4107 or kingp@aqua.ccit.arizona.edu.

Q: In the future will students be able to request SAPRs under different programs to see how their course work applies?

A: Yes, these are called “What If SAPRs.” At this time, students or advisors may request these by contacting the Graduation Services Office (621-5377). In the future, we plan to make these accessible to students via Student Link.

Q: Does a student need to be currently enrolled in order to obtain a SAPR?

A: Yes, a student must be currently enrolled to obtain a SAPR via Student Link, however, an advisor may request a SAPR for a student who was previously enrolled by contacting the Graduation Services Office (621-5377).

Q: The APRR does have errors—nothing is perfect. If a student views the APRR online one day and there is an error, unlike the ‘paper’ catalog where this could always be verified, the APRR once corrected would never reflect the original error. Is this fair?

A: The ability to correct the error immediately, not two years later as was the case with the former biennial catalog, is one of the main advantages of having this information online. To provide a tracking mechanism, however, a change log is maintained which reflects all APRR changes. This log includes details about the changes, name of person requesting the change, date change was entered in the system, and name of person entering the change.

Q: Can an undeclared student obtain a SAPR? If so, what would it say?

A: Yes, students who are ‘undeclared’ or have ‘no major selected’ are able to obtain SAPRs which reflect University requirements, college general education requirements and any UA course work the student has completed or in progress, as well as course work which has been transferred from other institutions. A message also appears in the major section which states “In order to receive a listing of program requirements, you must declare a major. Please consult your advisor.”

Q: When will the APRRs be updated regarding total number of units for graduation? Ex: total number of units required for degree changed from 130 to 120 as of 964.

A: Once requirements for are finalized and APRRs are created for a specific catalog year, requirements are not normally changed. In this example, as of 964 many programs decreased the total number of units required to complete the degree. In some cases colleges/departments are allowing students in catalogs prior to 964 to complete their degrees with fewer units, however, this is an exception which is made by advisors on a student-by-student basis.

Q: When advisors complete a SAPR change (adjustment form), how long does it take before those changes are reflected in the SAPR?

A: For departments where online adjustments are entered by the college, check with the college office to determine the turn-around time for entering adjustments. For departments where online adjustments are entered by the Graduation Services Office, adjustments for graduating seniors are entered first, followed by adjustment for all continuing students. Turn-around time varies
depending upon time of year and workload at the time the adjustment form is received, but ideally adjustments are entered within 2-3 weeks of receipt.

Q: I am already advising students who earned units several years ago at the U of A and who will be returning Fall 1998 to complete their degree. When will the equivalency guide be available on line so that I can apply this old coursework to the new requirements?

A: There is no need for an equivalency guide because they must follow the current policy as it is: their catalog would be the one in effect at the time of their return. But remember, also under current policy students can petition their college to keep their old catalog in cases of undue hardship.

Q: Will continuing student be able to satisfy the Math requirement with PHIL 110?

A: For students under the 1997 and prior catalogs exceptions are a college decision. However, any college changing their old gen ed requirements are urged to contact the department effected by any new requirement. For instance, if you want to add Phil 110 as an option in your college please consult with Philosophy Department on whether or not they can meet an increased demand.

Q: If a student want to locate the instructor for NSC 101 to see about getting added into the course—and the instructor’s name is not available in the Schedule of Classes—how do they know which home department to contact to find out who the instructor is?

A: For the benefits of students seeking the identity and home department of instructors of Tier One courses, a database with such information by semester will be maintained by Kathy Gonzalez-Landis in the Office of Undergraduate Education.

Q: It causes an unbelievable amount of unnecessary additional work if Gen Ed courses do not maintain/keep their section numbers. Why does it currently seem not possible to keep section numbers? What is being done to make it possible in the future to maintain section numbers? How can we help?

A: You are absolutely right, it is a lot of work. But…show me the money and I will provide you with the information that you need and want in the form that you need and want. Sorry but it is all about resources.

Q: Comment: Students need to be cautioned that changing a section of a class for time of day preference may dramatically effect course content based on sub topics.

A: Point well-taken. Please assist students in understanding the Tier One numbering of courses.

Q: Will you create a WEB page where students can access the course flyers that were distributed at the poster session?

A: Teaching faculty have been asked to provide website addresses to the Office of Undergraduate Education in order for the course offerings to be linked to their sites. The website may not contain exactly what was distributed at the poster session, but will certainly provide relevant information to the audience.

Q: Are the Arizona Community College developing new courses to fulfill our new gen ed critera?

A: No, because our courses are somewhat unique and apply to only the UofA, the community colleges want to have courses that allow their students the most options.

Q: Why are SIS, Student Link, etc. not available on Sundays?

A: There is a great deal of behind-the-scene activity that takes place in order to help university processes in motion. In order for this processing to take place, the system that allows SIS and Student Link to display information has to be down. Downtimes are 8:00 PM Saturday-6:00AM Monday; every evening from 8:00 PM until 6:00AM the next morning.

Q: In SIS (screen 150), how can we distinguish the course NATS 101 Section 1 is a very different course than NATS 101 Section 2? We need to input the Title of the course to distinguish sections.

A: There is no room for this within screen 150. The only place to find this information is Screen 129.

Q: If we find errors in the on line schedule of classes—can those be corrected for the on-line schedule? Whom to call? E-mail?

A: Yes! Contact Room and Course Scheduling (a unit of the Registrars Office), 621-3313. Room and Course Scheduling can be contacted through e-mail at reschedule@listserv.arizona.edu

Q: At the time of course registration, we need the system to be able to check the courses a student took against the prerequisites listed in the catalog. Only students who have completed the prerequisites or are currently taking them should be able to automatically enroll, all others denied and sent to the instructor. What is being done to make this happen? How can we help?

A: It is all about resources. We cannot provide that service at this time and will not be able to until we get a new system.

Q: If we in Microbiology count CHEM 103-104 as our Tier 1 science, does that mean CHEM 103-104 will not count towards the Chemistry minor?

A: The answer is in your book under Policies. "No Tier One or Foundations course can apply to a major or minor with the following exceptions: a. any Math course at or above Math 124 b. The third and fourth semester of a second language…”

Q: When will Fall 1998 Schedule be available on UAInfo?

A: Monday, March 9

Q: Is there a complete listing of SIS screens and content. If so, where can one obtain it?

A: A complete listing of screens used for most information maintained by the
Registrar’s Office is available. Send e-mail request to:
reghelp@listserv.arizona.edu

Q: Does screen 153 show courses with any seats available or with less than 5 seats available?
A: It shows any seats available. The less than 5 seats list was the hard copy reports provided for orientation advising.

Q: Is there a way to link the transfer courses that a student has completed on one page? Trying to jump back and forth between 3, 4, or 5 institutions takes forever.
A: Right! Again, this is a matter of resources.

Q: How can advisors feel confident that their transfer evaluations (from other schools into the UofA system) will be accurate and upheld by the University-wide committee. Where do the advisors get help?
A: There is no University-wide oversight committee. But we will be monitoring for patterns. As far as accuracy is concerned, hopefully the guidelines you got at session three will be helpful. That information, plus experience with using the guidelines hopefully will lead you to be more comfortable with the task.

Q: Currently transfer students are admitted under the current catalog even if they are coming from Arizona colleges. We then have to submit an R-10 to change them to an earlier catalog for which they may be eligible. Now that these transfer students must follow the earlier catalog, will Admissions be determining the appropriate catalog?
A: No. This remains an academic decision to be made by the college.

Q: When will Tier One and Tier Two courses descriptions be available online?
A: Tier One descriptions will be available March 9. Tier Two courses will be in the catalog.

Q: Is their a gen ed page giving the general concepts and principles that the large clusters are all teaching? English 101-2 instructors want to have access to them and refer students to them regularly.
A: On the GenEd Committee website you can pull up the expected outcomes for any course in the General Education structure. On the same site, you may want to view the course guidelines as set by the Faculty Senate. You may also choose to look under Day 1 and Day 3 of this web site or in your notebook.

Q: When a student changes majors will the new major honor the "exempted subject area in Tier Two" designated by the old major?
A: No.

Q: Can advisors get access to PIN#’s?
A: No.

Q: This pertains to out of state schools. If a transfer student comes in with an undergraduate degree and is completing a second undergraduate degree at the UofA must we look at all of their gen ed courses individually or will there be a system to mark the gen ed as "completed" due to the previous degree?
A: No. The evaluation must be course-by-course, just as it is now. Because, we do not have formal articulation agreements with schools outside of Arizona.

Q: If Soc 274 or Psyc 230 is taken for the math requirement will it also apply to the major?
A: The answer to this question is under Policies, under the heading of Multiple Use of General Education Courses for 1998 and Subsequent Catalogs. "No Tier