General Education Conference: Putting the Pieces Together

Conference Schedule

**Day 1**
General Education Structure and College Presentations
February 17, 1998

**Day 2**
Policies and Procedures Update
February 18, 1998

**Day 3**
New General Education Courses
February 24, 1998

**Day 4**
Technology Tools
February 26, 1998

Questions and Answers

Visit the University-wide General Education Committee
Visit Follow-up conference site and read the Q&As.

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1998 General Education Structure: part I

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<td>Strand based on major</td>
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<td>1 course (3 units)</td>
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<td>Composition</td>
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<td>Individuals &amp; Societies</td>
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</tr>
<tr>
<td>Proficiency level based on degree (0 - 8 units)</td>
<td>2 courses</td>
<td>1 course</td>
</tr>
<tr>
<td>3 - 5 courses</td>
<td>6 courses</td>
<td>Natural Science</td>
</tr>
<tr>
<td></td>
<td>4 courses - one in major</td>
<td>1 course</td>
</tr>
</tbody>
</table>

*Check approved course listings: http://w3.arizona.edu/~uge/gened/  
** Science-intensive majors meet this requirement with 2 designated major courses

Foundations

Mathematics

Mathematics: proficiency in one of three strands, varying with major

‘G’: Those students whose major requires general knowledge in mathematics  
‘M’: Those students whose major requires moderate knowledge in mathematics  
‘S’: Those students whose major requires substantial knowledge of mathematics

✓ “G” – General  
  o Math in Modern Society - Math 122  
  o Logic - Philosophy 110

✓ “M” – Moderate  
  o Business Calculus - Math 123  
  o Collegiate Algebra - Math 121  
  o Finite Math - Math 119  
  o Psychological Measurements - Psychology 230  
  o Social Statistics - Sociology 274

✓ “S” – Substantial  
  o Calculus - Math 124/125a

Composition

Composition: one of three strands, varying with placement;

1. A two-course sequence of English 101 and English 102 or the ESL equivalents  
2. A two-course honors sequence of English 103H and English 104H  
3. English 109 in combination with an AP score of 4 or 5 or a placement writing portfolio demonstrating advanced proficiency.  

  EXAMPLE: English 101 & 102  
  English 107 & 108  
  English 103H & 104H  
  AP score 4 or 5 & English 109

Second Language

- Fourth-semester skill level for all B.A. degree programs
- Second-semester skill level for all non-B.A. degree programs

✓ Domestic students who are native speakers of languages other than English (e.g. Spanish, American Sign Language, Navajo) will be tested for proficiency by the appropriate department.

✓ International students who are native speakers of languages other than English may fulfill the second language requirement through proficiency in English.

NOTE: Fall 1998 University entrance requirements require two years of a second language in high school. Thus, if a student cannot demonstrate second semester skill level at entrance and is required to take coursework to meet this requirement, the second language units would not be included in the credit hours computed as part of the degree program. This policy is consistent with the treatment of English 100
Second Language for B.A. Degrees

B.A. degree students may fulfill the second language foundations requirement with one of the following options:

1. Placement beyond the fourth semester level. Determined by proficiency exam.
2. Completion of a two-course sequence beyond the second semester of post-secondary language instruction.
3. Completion of one course beyond the third semester in combination with an AP (Advanced Placement) score or a CLEP (College Level Entrance Program) score determined by the individual language department.
4. An appropriate AP score or a CLEP score in the language.
5. A minimum of one semester study abroad in a language program approved by the appropriate language department as the equivalent of fourth-semester skill level.

Second Language for Non-B.A. Degrees

Non-B.A. degree students may fulfill the second language foundations requirement with one of the following options:

1. Scoring the equivalent of second-semester skill level on an entrance or placement examination administered by the U of A.
2. An appropriate AP score or a CLEP score in the language.
3. In the Colleges of Engineering and Mines, Pharmacy and School of Health Related Professions by a method determined within the College; however, all students in the Colleges must also take a language placement examination on entrance to the University.

Questions on Structure & Numbering System

✓ Dennis Ray
  ○ e-mail dtray@ccit.arizona.edu
  ○ 626-7456 or 621-7612
✓ Lynne Tronsdal
  ○ e-mail tronsdal@u.arizona.edu
  ○ 621-8257
✓ Conference Web Site
  ○ http://w3.arizona.edu/~uge/conference.htm

Return to the Table of Contents
Go to the Sample of Tier One courses offered in a Semester
Go to the 1998-99 General Education Decision Responses from Colleges

Policies and Procedures Update

High School Deficiencies

✓ All students entering Fall 1998 and subsequent will not be informed of any existing deficiency, if any. the Office of Admissions will monitor the deficiency for the University. All deficiencies will be satisfied with completion of the University general education requirements.

Grade Replacement Option

Presented by Assistant and Associate Deans to the University-wide General Education Committee by Memorandum dated 9/24/97
✓ Use of this grading option for courses in Tier One will be limited to courses with the same title as well as the same course number.
✓ 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.

Minors Policy

✓ A College determines whether its' degrees must include a minor or not. However, a College cannot preclude a student from declaring an existing minor.
Minors are discipline-based; that is, the discipline that labels the minor defines its content. However, all minors must include no fewer than 18 units of which a minimum of 9 units must be upper division. (Minors in uncommonly taught languages may be an exception to the upper division requirement.) Thematic minors are available to students by petition only. The major advisor must approve all thematic minors.

- A thematic minor draws from courses related to a common theme across two or more disciplines.

Any program with an ABOR-approved major has the option of defining a minor. Programs lacking an ABOR-approved major must have their minor approved by the Board.

Certification of a minor at the point of degree audit for graduation indicates that the student has met the requirements specified by the discipline defining the minor. Any variation from the prescribed content must be approved by the minor discipline. Transcripts will carry the name of the ABOR-approved minor. In the case of thematic minor, the transcript will read "thematic minor" only.

Reminder - Excluded from the minor: freshman composition, courses below MATH 124, military aerospace studies, military or naval science, activity courses in exercise and sports science, and first-year courses in foreign language and American Sign Language that are also used to satisfy the second language requirement in general education.

Passed by the Faculty Senate 2/4/97
Effective Fall Semester 1998

Important Notes

- **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.

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Go to the Transfer Student General Education Requirements
Go to the Transfer Student Statement

New General Education Courses

Topics covered:

- **New General Education Courses**

  **Content**

  - The Adopted Proposal
  - Guidelines (Tier One and Tier Two, GRCE and NWC, Honors and Writing Components)
  - Tier One Numbering System
  - Procedures
  - Forms (Cover Sheet and Proposal Checklist)

  **The Process**

  - Faculty develop proposals
  - Proposals must first be approved at the Department and College levels

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1 Undergraduate Council inserted wording on who approves thematic minors on 11/4/97.
Proposals then submitted to the University-wide General Education Committee:
Kathy Gonzalez-Landis
Office of the Vice President for Undergraduate Education
CCIT 337

The University-wide General Education Committee

✓ Membership is campus-wide
✓ Reviews proposals at bi-weekly meetings
  -- Over 150 proposals this past year
  -- Average 9 proposals per meeting
✓ Conscious decision to finish Tier One since this must in place for Fall 1998
✓ Tier Two courses are not needed, for the most part, until Fall 1999

University-wide General Education Courses

Courses should:
✓ Be designed to foster independent, creative, and interactive learning
✓ Inspire students to think about themselves, others, and social organizations in new and insightful ways
✓ Instill in students a love of learning, and excite them about the university experience
✓ Leave them with valuable skills and knowledge applicable to their lives
✓ Each course should be self-contained
✓ Where appropriate, proposals should address the possibility of integrating new technologies into the course

University-wide General Education Courses – 2

✓ Tier One courses can have no prerequisites other than entrance into the University
✓ Tier Two courses may have completion of Foundations courses as a prerequisite
✓ Tier One courses should be constructed so that a number of faculty members can teach them

Accommodation of Honors Students

✓ Is an important aspect of both Tier One and Tier Two courses
✓ Academic work that carries honors credit is qualitatively different from work assigned to non-Honors students
✓ An honors component is meant to be an enriched experience, not just an increase in number of assignments

Possible Formats for Honors Experiences

✓ Create an independent Honors section (about 20 students)
✓ In large lecture courses, offer an Honors discussion section
✓ Reserve a lab section for Honors students
✓ Create an Honors experience, with an individual student, through a negotiated Honors contract

Guidelines for Gender, Race, Class and Ethnicity

Must involve at least two, and should, whenever possible, involve all three, of the following:
✓ Explicit representation of gender, sexual orientation, ethnicity, race or social class
✓ The systematic use of gender, sexual orientation, social class, race or ethnicity as analytical categories
✓ A substantial quantity of materials written or interpreted by members of the targeted group(s)

Guidelines for Non-western Civilization

✓ Broadly-defined, non-Western means non-European
✓ Cultural perspectives, behavior, and influences delimited less by geographical location than by their contrast with those shaped by the dominant thoughts and economies of western Europe and America

Guidelines for Non-western Civilization – 2

To be designated non-western, they must involve at least two, and when possible all four, of the following:
✓ Explicit representation of non-Western civilizations, including:
  o institutions
  o perspectives,
  o patterns of behavior
  o cultural products
✓ Broadly-defined, non-Western means non-European
✓ The systematic exploration of non-Western modes of thought and analysis
✓ Consideration of the nature of contacts between traditions
✓ Materials written, created, or interpreted by non-Westerners

Guidelines for Writing Component of General Education Courses
General education courses are to be writing intensive
Writing assignments should be relevant to the discipline and the course
Tier Two instructors may assume that their students have taken Freshman Composition

Tier One Natural Sciences

Expected student outcomes:
✓ Understand the nature of science and its application outside of the classroom
✓ Recognize the complexity of scientific issues
✓ Perform appropriate mathematical calculations
✓ Read and understand scientific literature from popular sources

Tier One Natural Sciences: Laboratory Component

A hands-on, inquiry-based laboratory experience is required
✓ Formulating and testing hypotheses
✓ Designing experiments
✓ Generating and analyzing data
✓ Interpreting the data

Tier One Natural Sciences Numbering System

Tier One Physical Sciences (NATS 101 and NATS 102)

✓ Tier One courses in the Physical Sciences must demonstrate the importance of physical and chemical processes in every subject area, and their application to events in the everyday world.

Tier One Physical Sciences

✓ Courses must be interdisciplinary, cutting across departments and disciplines, and integrating the disciplines such that the commonality of the scientific approach can be exemplified.
✓ Required concepts:
  o Newton’s law governing force and motion
  o Laws of thermodynamics governing energy and entropy
  o The role of electromagnetism in nature
  o The atomic structure of matter

Examples of NATS 101 Courses

• Basic Concepts in Water-Related Applications
• Connections: a Study of Science, Technology and Innovations
• A Geological Perspective
• The Role of Time in Science

Examples of NATS 102 Courses

• The Concepts of Physical Science
• Life in the Universe
• The Physical Universe
• The Universe and Humanity: Origin and Destiny

Tier One Biological Sciences

✓ Central to the Tier One philosophy for the Biological Sciences is the notion that biology plays a direct role in our lives and in the environment in which we live.
✓ Biological systems obey physical and chemical laws, but they have a distinctive history of shared ancestry shaped by inheritance, variation and natural selection.
✓ Required concepts:
  o Biological systems pass on genetic information that controls structure and function.
  --This makes possible evolution through variation and natural selection.
  --Evolution is neither random nor end-directed.
  o Biological systems must be understood at multiple levels of organization.
  --Fundamental structures and processes are conserved.

Examples of NATS 104 Courses

• Biology in Medicine, Engineering and Applied Science
• Evolution of Modern Biology
Nutrition, Food and You
Plants and Our World

Tier Two Natural Sciences

 ✓ Courses must build on the concepts in Tier One Natural Science courses
   o Need not advance all concepts from Tier One
   o Proposals must make clear which concepts are being advanced
 ✓ Courses may either be discipline-based or integrate physical and biological sciences

Examples of Tier Two Natural Sciences Courses

- The Universe of Insects (ENTO 205)
- Geological Disasters and Society (GEOS 218)
- Materials Science of Art and Archeological Objects (MSE 258)
- Biology of Sensation (NRSC 282)

 ✓ Individuals and Societies, Tier One

I&S Tier One courses introduce new students to fundamental issues and concepts pertinent to the study of human behavior and the cognitive models, social constructs, and values that humans create. These courses may focus on BOTH individuals AND societies, or on either.

I&S courses aim to provide foundational knowledge about the nature of human beings and their societies. Representative issues include but are not limited to: Basic human thought processes (e.g., conceptual systems, symbolic representation of the world, knowledge acquisition, judgement and decision making, problem solving); personal identity, group identity, and family and kinship structure; religious, political, economic, and legal institutions; individual freedom and social control; ethical and moral principals; ideas of social justice; and the interrelationships among these. This list is not meant to be exhaustive and it is not expected that any single course will span all the areas above. Courses are however expected to avoid narrow parochialism.

Critical to courses in this area is that the be grounded in theories or methodologies associated with the study of mind, self and language; social interaction and relationships, or societal and institutional systems.

INDV 101: Mind, Self, and Language
INDV 102: Social Interactions and Relationships
INDV 103: Societal and Institutional Systems

A Field Guide to Individuals and Societies

 ✓ Traits shared with other General Education Courses
   o Emphasis on writing (10pp. across multiple formats)
   o All other requirements for course syllabi
 ✓ Traits distinctive to Individuals and Societies
   o Courses are structures around analytic frameworks
     No -- 19th C US history taught as names and dates
     Yes -- 19th C US history taught from perspectives of economics (slave vs. market economies), politics (expansion of suffrage, organization of political parties), culture (differentiation of high culture, rise of mass consumption), etc.
 ✓ What is the difference between Tier I and Tier II?
   o Tier I must be interdisciplinary (multiple analytic frameworks)
   o Tier II may be an introduction to a single discipline or the equivalent of a lower-division course within a discipline.
 ✓ What is the difference between Traditions and Cultures and Individuals and Societies?
   o Not an easy question to answer.
   o If you are submitting a course, please look at the guidelines, try to orient the course toward one of the areas, and let the committee know where you want the course to fit in the general education framework.

T&C: culture, tradition, and intellectual lineage as organizing frameworks. Emphasis on rigorous interpretation and critical analysis as methods of inquiry.

I&S: organized around analytic frameworks drawn from the social and behavioral sciences (e.g., politics, economics, psychology, philosophy, anthropology) and an emphasis on the methods of inquiry/standards of evidence of those disciplines.
Advising Students Who Begin at the UA

✓ Chose a Tier I course on the basis of either substantive interest (e.g., Latin American Society, Theories of Justice) or level of analysis (101, 102, 103)
✓ All Tier I courses will introduce the student to a range of analytic approaches.
✓ Pick a Tier II course based on the student's reaction to the approaches introduced in Tier I.

Advising Transfer Students

✓ Transfers from other Arizona institutions are covered by a specific articulation agreement.
✓ Tier I: is the course interdisciplinary? did it require sufficient writing? (Note that many courses that counted under the old system will not meet the new Tier I requirements.)
✓ Tier II: If enough writing was required, any introduction to a discipline (e.g., PSYC 101) or other lower-division course can be counted toward this requirement.

✓ Traditions and Cultures (See Appendix L)
✓ Changes in the new architecture (See Appendix M)

For a list of all General Education Courses that will be offered Fall 1998, visit the General Education Information website.

Courses: (NOTE: Not all courses are listed here yet. This page will be updated.)

HUMS 270: Nobel Laureates of Literature
GER 274: The Dialogue of the Sexes: Women & Men in Contemporary German Society
RUSS 328: Women in Russian Literature and Culture
ENTO 205: The Universe of Insects
NRSC 282: SP H 282: Biology of Sensation
TRAD 101: Secs. 17-28: Many Nations of Native America
TRAD 101: Sec. 19: The French-Speaking World
TRAD 101: Secs. 30-36: Chinese Civilization
TRAD 102: Sec. 1: History of Drama and Dance in Western Cultures: Origins to 1603
TRAD 102: Secs. 2-5: Books in Dialogue: Classical to Medieval
TRAD 102: Sec. 9: Italian Perspectives: Antiquity Through the Middle Ages
TRAD 102: Sec. 10: In the Beginning
TRAD 102: Secs. 33-37: World History to 1600
TRAD 102: Secs. 2-4: Technology and Society: Introduction to Science and Technology
TRAD 102: Secs. 5, 7, 1H: The Americas: Renaissance to the Present Day
TRAD 103, Sec. 9: Architecture and Society
TRAD 103: Colonial Latin America
TRAD 103, Secs. 20-21: Russia: From Empire to Federation
TRAD 104, Sec. 1: Comparative Religions
TRAD 104, Sec. 8: Oral and Spiritual Roots of Traditional Culture
TRAD 104, Secs. 14-18: Eroticism and Love in the Middle Ages
INDV 101, Sec. 2: Problem Solving for Daily Life
INDV 101, Secs. 3-10, 101H, sec. 1: Language
INDV 102, Sec. 1: Black and White: The Causes and Consequences of Custom and Policy in American Race Relations
INDV 102, Secs. 3-29: Human Geography and Global Systems
INDV 102, Sec. 34: Gender and Contemporary Society
INDV 102, Secs. 36-41: Modern Latin America: A Social Science Perspective
INDV 103, Sec. 2: Environment and Society
MAS 180 - Introduction to Mexican American Studies
NATS 101, Secs. 1-3: Geological Perspectives
NATS 101, Secs. 5-13: Introduction to Environmental Science
NATS 101, Secs. 14-17: Introduction to Global Change
NATS 101, Sec. 18: Basic Concepts and Water Related Applications
NATS 101, Sec. 19: Introduction to Weather and Climate
NATS 101, Sec. 20: Science, Technology and Environment
NATS 102, Secs. 1-6, 7H: The Physical Universe
NATS 102, Secs. 8-11: The Universe and Humanity: Origin and Destiny
NATS 102, Secs. 13-14: The Concepts of Physical Science
NATS 104, Sec. 1: Evolution of Modern Biology
NATS 104: Nutrition, Food, and You

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Workshop Participants

William Fee, Director, Transfer Curriculum & Articulation
(Articulation, Course Equivalency Guides, Transfer Guides)
Office of Curriculum Initiatives & Academic Information
CCIT 337
wfee@u.arizona.edu or 621-4464

Shaun O’Conner, Program Coordinator, Sr.
(Desert Lynx)
Office of Curriculum Initiatives & Academic Information
CCIT 337
shaun@u.arizona.edu or 626-2510

Kathleen Gonzalez-Landis, Program Coordinator
Office of Undergraduate Education
CCIT 337
kathleen@u.arizona.edu or 621-3913

Lupe Thompson, Program Coordinator, Sr.
S.A.L.T. Center for Learning Disabilities
Old Main 129
lthompson@u.arizona.edu or 626-6038

Patti J. King, Assistant Registrar
(Graduation Services, On Course)
Office of the Registrar
Administration 313B
kingp@aqua.ccit.arizona.edu or 621-4107

Mari Jo Widger, Management Analyst, Sr.
(Online Schedule of Classes, SIS, Student Link)
Office of the Registrar
Administration 313D
mwidger@u.arizona.edu or 621-5101

Lisa Kreamer, Academic Advisor Coordinator
Art Department
Art 101D
kreamer@u.arizona.edu or 626-2012

Important URLs

Arizona Board of Regents (ABOR) http://www.abor.asu.edu/: ABOR Policy Manual, Meeting Minutes, Publications for Prospective Students

Center for Transfer Students http://w3.arizona.edu/~cts/: General Transfer Information, Pre-transfer Academic Advising Resources


Desert Lynx http://catalog.arizona.edu/: Academic Calendar, Academic Policies, Academic Program Requirements Reports, Accreditations & Affiliations, College & Departmental Information, Important Deadlines, List of Faculty, List of Courses, Order a Catalog, Previous Catalogs, Schedule of Classes, Student Responsibility, Undergraduate Majors

Office of the Registrar http://www.registrar.arizona.edu/: Student Information -- Academic Policies, Grades, Graduation Services, Personal Information, Registration, Residency Classification, Transcripts, Veterans’ Services, Faculty/Staff Information -- Classroom Scheduling, Course Scheduling, Reports of Registrar Data, SIS Access, SIS Training

Office of Undergraduate Education http://w3.arizona.edu/~uge: University-wide General Education http://w3.arizona.edu/~uge/gened -- Committee Members, Proposal Guidelines, Submission Instructions, Approved Tier 1 & Tier 2 Courses, University-wide General Education Course Offerings http://w3.arizona.edu/~uge/gened/courseofferings.htm

On Course Degree Audit System http://w3.arizona.edu/~oncourse/home3.html Academic Program Requirements Reports (APRRs) -- http://www.arizona.edu/academic/oncourse/data/interface/, Student Academic Progress Reports (SAPRs) -- http://www.arizona.edu/student_link/

Online Schedule of Classes http://www.arizona.edu/cgi-bin/schedule/schedule-entry.pl: Class Availability, Final Exam Schedule, Important Dates, Registration Information

Student Link http://www.arizona.edu/student_link/: Academic Profile, Account Balance, Addresses, Booklist, Catalog, Class Schedule, Cumulative Profile, Financial Awards, Grades, Privacy Restrictions, Registration Holds, SAPRs, Schedule of Classes, APRRs, Student Information

NOTE: A valid SID and PIN are required to access information through Student Link.
Appendix A

Sample of Tier One courses offered in a Semester

Subject Area

**Course Number & Theme**

**Section Number and Title**

**Tier One: Traditions and Cultures**

**TRAD 101 - Non-Western Cultures and Civilizations**
- Section 1 Chinese Civilization
- Section 2 Languages and Cultures of East Asia
- Section 3 Many Nations of Native America

**TRAD 102 - Western Cultures and Civilizations: Classical to Renaissance**
- Section 1 Books in Dialogue: Classical and Medieval
- Section 2 Drama and Dance in Western Cultures: Origins to 1603
- Section 3 World History to 1600
- Section 4 World History to 1600
- Section 5 World History to 1600

**TRAD 103 - Western Cultures and Civilizations: Renaissance to Present**
- Section 1 The Americas - Renaissance to the Present Day
- Section 2 The Arts and Politics in Latin America
- Section 3 The Making of American Cultures, 1600-1877

**TRAD 104 - Topics in Culture and Civilization**
- Section 1 Comparative Religions
- Section 2 The Problem of Evil
- Section 3 Western Civilization: Science and Inquiry

**Tier One: Individuals and Society**

**INDV 101 - Mind, Self and Language**
- Section 1 Philosophical Perspectives on the Individual
- Section 2 The Politics of Difference
- Section 3 The Structure of Mind and Behavior

**INDV 102 - Social Interactions and Relationships**
- Section 1 Business in Modern Society
- Section 2 Human Geography and Global Systems
- Section 3 What is Politics?

**INDV 103 - Societal and Institutional Relationships**
- Section 1 An Economic Perspective
- Section 2 Environment and Society
- Section 3 World History, 1600-2000

**Tier One: Natural Science**

**NATS 101 - The Earth and Its Environments**
- Section 1 Basic Concepts in Water-Related Applications
- Section 2 The Role of Time in Science
- Section 3 Science, Technology and Environment

**NATS 102 - Beyond the Earth in Space and Time**
- Section 1 The Concepts of Physical Science
- Section 2 The Physical Universe
- Section 3 The Universe and Humanity: Origin and Destiny

**NATS 104 - Biological Sciences**
- Section 1 Evolution of Modern Biology
- Section 2 Nutrition, Food and You
- Section 3 Plants and Our World
### For Example:

<table>
<thead>
<tr>
<th>Student A takes:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAD 101 Section 1</td>
<td></td>
<td>Chinese Civilization</td>
</tr>
<tr>
<td>TRAD 104 Section 2</td>
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<td>The Problem of Evil</td>
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</table>

This completes the student’s Tier One Traditions and Culture requirement

<table>
<thead>
<tr>
<th>Student B takes:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>TRAD 104 Section 1</td>
<td></td>
<td>Comparative Religion</td>
</tr>
<tr>
<td>TRAD 104 Section 2</td>
<td></td>
<td>The Problem of Evil</td>
</tr>
</tbody>
</table>

This does NOT fulfill the student’s Tier One Traditions and Culture requirement

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**Sample of Tier Two Courses**

**Tier Two – Arts**
- DNC 200 History of Dance
- TAR 103 Theater Appreciation
- MUS 109 Rock and American Popular Music
- TAR 336 Shakespeare Through Performance

**Tier Two – Individuals and Societies**
- AGTM 380 Global Agriculture and International Relations
- ANTH 207 Material Culture Studies
- CLAS 362 Women and Gender in Antiquity
- ECON 200 Basic Economic Issues

**Tier Two – Humanities**
- GER 273 Tradition and Revolution: German Romanticism
- GER 379 Religion in German Culture
- HUMS 250A Introduction to Humanities: Origins of Western Humanities: Art, Literature, and Philosophy in the Near Eastern and Mediterranean Cultures
- ITAL 330B Crossing Oceans: Italian Americana in Culture
- JPN 220 Religion in Japanese Society
- ECON 200 Basic Economic Issues

**Tier Two – Natural Science**
- ENTO 205 The Universe of Insects
- GEOS 218 Geological Disasters and Society
- MSE 257 Materials Science of Art and Archaeological Objects

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For a complete list of approved General Education Courses see: [http://www.gened.arizona.edu](http://www.gened.arizona.edu)

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**Appendix B**

**General Education Decision Responses from Colleges Revised May 5, 2000**

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<th>College</th>
<th>Major (BS or BA)</th>
<th>Math Strand</th>
<th>Math Course to Fulfill Strand</th>
<th>Lang. Prof. (# of Sem)</th>
<th>Science-Intensive Major</th>
<th>Tier One &amp; Two Natural Science for Science Intensive Majors</th>
<th>Exempted Subject Area in Tier Two</th>
<th>Minor Required</th>
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<td>Agriculture</td>
<td>Agric Educ (BS)</td>
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<td>2</td>
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<th>Minor Required</th>
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<td>Arts</td>
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<td>BFA (theatre production-design, acting, directing, theatre education, musical theatre)</td>
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### Social & Behavioral Sciences

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<th>Program (BA)</th>
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<th>Math 105 or Phil 110; Math 113 (biological anthro only)</th>
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<td>Anthropology (BA)</td>
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<td>Math 105 or Phil 110; Math 113 (biological anthro only)</td>
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### University College

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<th>Women's Studies (BA)</th>
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*A second language is a graduation requirement; it is not a degree requirement.*

### Appendix C – AP Table

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<th>AP EXAM</th>
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<th>GENERAL ED</th>
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<td>American History</td>
<td>4 or 5</td>
<td>Satisfies Tier 1, Trad &amp; Cultures</td>
<td>History 106 &amp; 107</td>
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<td>Art (gen. &amp; studio)</td>
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<td>Lower division credit - placement by dept.</td>
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<tr>
<td>German</td>
<td>2</td>
<td>Satisfies For. Lang. requirement for non-BA</td>
<td>GER 101 &amp; 102</td>
<td>8 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Satisfies For. Lang. Requirement for non-BA and credit for GER 101, 102, and 201</td>
<td>GER 101, 102, 201</td>
<td>12 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Satisfies For. Lang. requirement for all degrees</td>
<td>GER 101, 102, 201, &amp; 202</td>
<td>16 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Satisfies For. Lang. requirement for all students</td>
<td>GER 101, 102, 201, 202, &amp; 301</td>
<td>19 units</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>3</td>
<td>Satisfies For. Lang. requirement for all students</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 or 5</td>
<td>Satisfies For. Lang. requirement for all students</td>
<td>LAT 202</td>
<td>4 units</td>
<td></td>
</tr>
<tr>
<td>Math AB</td>
<td>3, 4 or 5</td>
<td>Satisfies Math requirement for all students</td>
<td>MATH 125a or 123</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Grade Required</td>
<td>Description</td>
<td>Requirement satisfied</td>
<td>Units</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td><strong>Math BC</strong></td>
<td>2</td>
<td>Satisfies Math requirement for all students</td>
<td>MATH 125</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3, 4 or 5</td>
<td>Satisfies Math requirement for all students</td>
<td>MATH 125 a/b</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td><strong>Music Lit.</strong></td>
<td>3</td>
<td>Satisfies Tier 2 Arts requirement</td>
<td>Music 107</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Satisfies Tier 2 Arts requirement</td>
<td>Music 130a</td>
<td>2 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Satisfies Tier 2 Arts requirement</td>
<td>Music 130a/b</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td><strong>Music Theory</strong></td>
<td>2</td>
<td>Satisfies Tier 2 Arts requirement</td>
<td>Music 100</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 or 4</td>
<td>Satisfies Tier 2 Arts requirement</td>
<td>Music 120a</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Satisfies Tier 2 Arts requirement</td>
<td>Music 120a/b</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Amer. Govt.</strong></td>
<td>3, 4, or 5</td>
<td></td>
<td>POL 102</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td><strong>Comp. Govt.</strong></td>
<td>3, 4, or 5</td>
<td></td>
<td>POL 140</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td><strong>Physics B</strong></td>
<td>3, 4, or 5</td>
<td>Satisfies Tier 1, NATS 101 &amp; Tier 2 NATS</td>
<td>PHYS 102a/b</td>
<td>6 units</td>
<td></td>
</tr>
<tr>
<td><strong>Physics CE</strong></td>
<td>4 or 5</td>
<td>Satisfies Tier 2 NATS</td>
<td>PHYS 241</td>
<td>4 units</td>
<td></td>
</tr>
<tr>
<td><strong>Physics CM</strong></td>
<td>4 or 5</td>
<td>Satisfies Tier 1 NATS 101</td>
<td>PHYS 141</td>
<td>4 units</td>
<td></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>4 or 5</td>
<td>None</td>
<td>PSYC 101</td>
<td>3 units</td>
<td></td>
</tr>
<tr>
<td><strong>Spanish Language</strong></td>
<td>2</td>
<td>Satisfies For. Lang. requirement</td>
<td>None-Proficiency met at 16-unit level</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Satisfies For. Lang. requirement</td>
<td>SPAN 201 &amp; 202</td>
<td>8 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Satisfies For. Lang. requirement</td>
<td>SPAN 201, 202, &amp; 251</td>
<td>11 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Satisfies For. Lang. requirement</td>
<td>SPAN 201, 202, 251 and 325</td>
<td>14 units</td>
<td></td>
</tr>
<tr>
<td><strong>Spanish Lit.</strong></td>
<td>2</td>
<td>Satisfies For. Lang. requirement</td>
<td>None-Proficiency met at 16-unit level</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>See Note below from Dr. Compitello</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Satisfies For. Lang. requirement</td>
<td>SPAN 201 &amp; 202</td>
<td>8 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Satisfies For. Lang. requirement</td>
<td>SPAN 202, 202 &amp; 251</td>
<td>11 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Satisfies For. Lang. requirement</td>
<td>SPAN 201, 202, 251 and 325</td>
<td>14 units</td>
<td></td>
</tr>
</tbody>
</table>

- If you earn a grade of 5 in both the Spanish language and literature exams, you will receive credit for 201, 202, 251, 325, 350 and three units of upper division literature for a total of 20 units.
- If you earn a 5 in the language exam and a 4 in the literature exam, you will receive credit for Spanish 201, 202, 241, 325, and 350 for a total of 11 units.
- If you earn a 4 on both exams, you will receive credit for Spanish 201, 202, 251 and 325 for a total of 12 units.
- If you earn a 3 in both the Spanish language and literature exams or any compilation of 4 and 3 in the two exams, you will receive credit for 201, 202 and 325 for a total of eleven units.

**Appendix D**

**1998-99 Minors Offered**

- Accounting
- Aerospace Engineering
- African American Studies
- Agricultural & Resources Economics
- Agricultural Engineering
- American Indian Studies
- Animal Sciences
- Anthropology
- Architecture
- Art History
- Astronomy
- Atmospheric Sciences
- Biochemical Engineering
- Biochemistry
- Business Economics
- Business Management
- Chemical Engineering
- Chemistry
- Chemical Physics
- Chemistry/Mathematics/Physics
- Civil Engineering
- Classics
- Communications
- Computer Engineering
- Computer Science
- Creative Writing
- Criminal Justice Administration
- Dance
- East Asian Studies
- Ecology & Evolutionary Biology
- Economics
- Electrical Engineering
- Engineering Mathematics
- Engineering Physics
- English
- Entomology
- Environmental Engineering
- Exercise Sciences
- Family & Consumer Sciences Education
- Family Studies
- Finance
- General Agriculture
- General Biology
- General Business
- Geography
- Geological Engineering
- Geosciences
- German Studies
- Greek
- Health & Human Services Administration
- Health Education
- History
- Humanities
- Hydrology
Students with disabilities requesting a course substitution must begin the process through their College. Advisors should begin this process by discussing the ramifications of a course substitution with the student. Students must have a thorough understanding of the degree requirements affected by this substitution.

If the student has documentation of his/her disability such documentation may be submitted to the appropriate University representative with a clear indication of the type of substitution requested. All forms and recommendations will be returned to the student's advisor for further action. Using a referral memorandum (see example, Appendix i), disability documentation for students with learning disabilities or attention deficit disorders should be referred to Diane Perreira, SALT Center. Documentation for students with other disabilities should be sent to Kent Kloepping, Center for Disability Related Resources (CeDRR).

Under no circumstances will a substitution be recommended if the student does not have a diagnosis of disability which significantly impacts the academic area in question. If a student does not have documentation of a disability, the advisor should inform the student that it is the student’s responsibility to obtain further documentation. Advisors should provide students with a list of providers external to the University who can complete an appropriate diagnostic evaluation (Appendix ii). The University’s letter of introduction to the evaluator should accompany the list of providers. (Appendix iii)

Decisions regarding the approval of a substitution rest with the College in which the student is currently enrolled. This process is designed to provide verification of the student’s disability and to provide recommendations regarding course substitution. In addition to this process advisors are expected to refer students diagnosed with a disability to CeDRR.

Procedure flow chart:

1. Student meets with Academic Advisor
2. Documentation
   - Refer to University Representative (noted above)
   - Recommendation returned to Academic Advisor
3. No documentation
   - Provide student with list of outside evaluators
   - Documentation completed (return to step 1)
MEMORANDUM

DATE:

TO: Dr. Diane Perreira, Director, S.A.L.T. Center for Learning Disabilities

FROM: OAS Advisor _____________________

RE: Referral for Review of Disability Documentation

I have met with the following student whom I understand to be registered with neither S.A.L.T. nor CeDDR:

NAME ________________________________

SID# _________________________________

MAJOR ________________________________

We have discussed the student's request for a substitution in:

(circle one or both) Mathematics / Foreign Language

I have advised the student that the substitution is not applicable to all majors. It is the student's responsibility to meet with his/her major advisor to determine the impact of a possible substitution on his/her program of study.

Please review the student's documentation to determine the need/basis for such a substitution. Then return your recommendation to me in Modern Languages 347.

Appendix ii

Provider Information List*

Learning Disability (LD)
The Attention Disorder Center
4713 N. 1st Avenue
Tucson, AZ 85718
Telephone: (520) 887-1438

Kevin T. Blake, Ph.D.
5210 East Pima, Suite 200
Tucson, AZ 85712
Telephone: (520) 327-7002
FAX: (520) 795-3575

Chandler and Associates
3919 E. 2nd Street
Tucson, AZ 85711
Telephone: (520) 323-9384

Bernard Englehard, Ph.D.
3444 N. Country Club Road, Suite 202
Tucson, AZ 85716
Telephone: (520) 325-2723

Anne M. Herring, Ph.D., ABPP, ABCN
University of Arizona Medical Center

Tucson, AZ 85724
Telephone: (520) 626-2357

Anthony H. Luick, Ph.D.
2200 E. River Road, Ste. 125
Tucson, AZ 85718
(520) 299-7773

Yvonne P. Morris, Ph.D.
1050 E. River Road, Suite 102
Tucson, AZ 85718
Telephone: 520-887-5755

Dr. Richard Popeski
Psychiatry and Psychotherapy Associates
6365 Tanque Verde Road, Suite 200
Tucson, AZ 85715
(520) - 885-4679

Tucson Educational Services
4621 N. First Ave., Suite 1
Tucson, AZ 85718
(520) 293-6393
Attention Deficit Disorder/Hyperactivity Disorder (ADD/HD)

**The Attention Disorder Center**
4713 N. 1st Avenue  
Tucson, AZ 85718  
Telephone: (520) 887-1438  

**ADDITIONALLY:**  
AD/HD is often diagnosed by physicians. You may want to contact your primary health care provider for consultation about AD/HD diagnostic services or referral information.

Traumatic Brain Injury (TBI)

**Gary Perrin, Ph.D.**  
5151 E. Broadway, Suite 720  
Tucson, AZ 85711  
Telephone: (520) 790-5200

**Marion Selz, Ph.D.**  
Bridges Program for Brain Injury  
Carondelet St. Joseph’s Hospital  
350 North Wilmot  

*This list is not intended as either a referral, a recommendation or a complete list of all Tucson area providers capable of performing the requested services. You are encouraged to call providers to ask questions about fees and services.

2/11/98

**Appendix iii**

Dear Evaluator:

The individual presenting this letter is seeking assessment which may lead to designation as an individual with a disability and may qualify him/her for accommodations at The University of Arizona. The following is provided for your information in the hope that it will help both you and the University serve this individual. The University’s ADA/504 Coordinator, Susan Free, is available at 626-4133 to answer questions or refer to University resources.

Individuals requesting accommodations from The University of Arizona must provide clear documentation indicating a disability including the following:

- The date(s) of evaluation,
- A list of all tests and techniques used to evaluate him/her for a disability,
- The results, including scores and diagnostic findings, of all testing done to diagnose a disability,
- The specific diagnosis if a disability was identified,
- A description of the functional limitations for this student resulting from his/her disability, and
- A clear statement of the credentials of the evaluator including his/her name, address and phone number.

Please provide your client with two copies of your complete evaluation including the above information so that he/she may submit one copy for use by the University or you may send a copy directly to me at the above address. A copy of the enclosed form, Summary of Assessment Results, completed by you must also accompany your report.

For your information, generally documentation should be no more than three years old with exceptions granted on a case by case basis when:

1. It is clear that the disability is permanent, or
2. There is sufficient, reliable information provided which indicates that the documentation is accurate to both:
   a. indicate the presence of a current disability
   b. guide the selection of a reasonable accommodation(s)

Documentation pertaining to learning disabilities, traumatic brain injury, and ADHD must include information regarding the individual’s level of intelligence and level of achievement. Levels of intelligence must be measured by clinically approved...
instruments administered by, or whose administration was supervised by, licensed or certified clinicians. Individuals receiving any services from The University of Arizona under the designation of learning disability are required to provide documentation which demonstrates average or above average intelligence and which demonstrates significant achievement/aptitude discrepancies.

Please note that any request to consider substitution of course work to fulfill University requirements for graduation must be accompanied by full documentation of a disability as outlined above. Partial testing, except when supplementing previously incomplete testing, will not be acceptable.

Additionally, we would like you to be aware that the records you or your client provides the University may become part of the student’s educational record and as such will be subject to FERPA, The Family Educational Rights and Privacy Act of 1974.

Appendix F

Second Language Substitution Agreement

Name______________________SID______________________

has been tested for a learning disability in foreign language acquisition (recommendation attached). The following courses are to be used as substitutions for this student’s second language requirement.

College Advisor signature_________________ Date__________

Student’s signature _____________________ Date ____________

Note: NO COURSE SELECTED FROM THIS LIST MAY BE USED TO FULFILL BOTH THE FOREIGN LANGUAGE REQUIREMENT AND ANY MAJOR, MINOR, OR GENERAL EDUCATION REQUIREMENT.

For 4 semesters of a second language, SUBSTITUTE

- ONE course from the INTRODUCTORY area and
- THREE courses from ONE LINGUISTIC area

INTRODUCTORY AREA: TO BE TAKEN ONLY IF NO CREDIT IN FOREIGN LANGUAGE HAS BEEN EARNED

SP H 107 Survey of hearing, Language, and Speech
LING 320 Language and Social Issues

- For 3 semesters of second language, SUBSTITUTE 3 courses
- For 2 semesters of a second language, SUBSTITUTE 2 courses
- For one semester of a second language, SUBSTITUTE 1 course

NOTE: IF TWO OR MORE SEMESTERS OF FOREIGN LANGUAGE HAVE BEEN COMPLETED, THE REMAINDER OF THE FOREIGN LANGUAGE REQUIREMENT MUST BE TAKEN IN THE CORRESPONDING LINGUISTIC AREA.

LINGUISTIC AREAS:

Classics:  
- CLAS 115 The Study of English Words  
- CLAS126 Greek Mythology  
- CLAS 204 Ancient History: Greek History  
- CLAS 205 Ancient History: Roman History  
- CLAS 260 Ancient Philosophy  
- CLAS 326 Greek Mythology II  
- CLAS 330 Women in Antiquity  
- CLAS 348 Myth and Archetype  
- CLAS 403a-b History of Greece  
- CLAS 404a-b History of Rome  
- CLAS 472a-b Ancient Philosophy

French:  
- FREN 245 African Literature in Translation  
- FREN 249 Images of Africa  
- FREN 282 The French Novel and Society  
- FREN 283 Existentialism and the Absurd  
- FREN 284 Theatre  
- FREN 453 Culture and Civilization of North Africa  
- HIST 214a-b History if Modern Europe  
- HIST 418 France Under the Old Regime, 1589-1789  
- HIST 419 The French Enlightenment  
- HIST 420 The French Revolution and Napoleon
German:

- GER 275 Creative Minds: the German Classical Heritage
- GER 373 Women’s Fiction in Twentieth Century Germany
- HIST 214 a-b History of Modern Europe
- HIST 312 Economy and Society in Historical Discourse
- HIST 405 a-b Medieval Europe
- HIST 414 Medieval and Early Modern Germany
- HIST 415 Modern Germany

Italian:

- ITAL 250a Italian Literature in Translation: Middle Ages
- ITAL 250b Italian Literature in Translation: The Renaissance
- ITAL 250c Italian Literature in Translation: Italian Theatre
- ITAL 250d Italian Literature in Translation: The Novel
- ITAL 330 a-d Italian Studies
- ITAL 430 Renaissance Studies

Russian:

- HIST 421 History of Russia: Early Period
- HIST 422 History of Russia: Modern Period
- HIST 423 Intellectual History of Russia
- HIST 424 The Russian Revolutions
- HIST 425 History of Soviet Union
- RUSS 310 Russian Civilization and Culture
- RUSS 340 The Russian Novel
- RUSS 350 Soviet Experiment
- RUSS 409 Russian and Former Soviet Union
- RUSS 443 Soviet and Post-Soviet Politics

Spanish:

- HIST 160 The Latin American Nations, 1700-1800
- HIST 161 Modern Latin America
- HIST 368 Colonial Mexico
- HIST 369 Mexico Since Independence
- HIST 467 Contemporary Latin America
- HIST 469 History of Women in Latin America
- MAS 180 Research Topics in Mexican American Studies
- MAS 233 History of the Mexican American
- MAS 319 Mexican American Culture
- MAS 350 The Chicano Movement
- MAS 375 Mexican Americans in Contemporary Society
- MAS 429 The US-Mexican Borderlands in Comparative Perspective
- MAS 485 Mexican/Chicana Women’s History

Native American:

- AINS 210 Native Languages of North America
- AINS 490 Indian Religion and Spirituality
- ANTH 205 Prehistoric People of the Southwest

Arabic/Persian:

- HIST 381a-b History of Muslim Societies
- NES 171 Ancient Civilizations of the Near East
- NES 172 Islamic Civ: Traditional and Modern Middle East
- NES 277a-b History of the Middle East
- NES 334 Islamic Thought
- NES 375 Ethnography of the Middle East
- NES 445 Women in Islamic History
- NES 478 Modern History of the Middle East

Chinese/Japanese:

- CHN 142 Chinese Humanities
- CHN 331 Taoist Traditions of Chinese
- CHN 340 Masterpieces of Chinese Literature in English
- CHN 468 Women in China
- EAS 130 Asian Religions
- EAS 150 The World of Buddhism
- EAS 270 Modern East Asia: A History
- HIST 272 Japanese Civilization
- CHN 375-376 History of China
- JPN 423 Japanese Aesthetics
- JPN 446-447 Japanese Literature in English

CAUTION: Due to a few and infrequent course offerings, the following linguistic areas are appropriate only for those students who have already completed some of their language requirement.

India/Pakistan:

- NES 140 South Asian and Middle Eastern Humanities
- NES 170 Indian Civilization
- EAS 452 Hindu Mythology and Literature
- HIST 472 History of Medieval India
- NES 470 Religious History of India
- NES 473 History of Modern India and Pakistan

Judaic:

- JUS 321 Women in Judaism
- JUS 370 History of the Jews
- JUS 372a-b Hist and Religion of Israel in Ancient Times
- JUS 374 The Holocaust
- JUS 377a-b Modern Israel
- JUS 430 Prophesy in Ancient Israel
- JUS 435 Jewish Mysticism

Revised 2/98

Foreign Language Substitute Committee
Appendix G

Substitutions for Approved General Education Courses
Presented by Assistant and Associate Deans to the University-wide General Education Committee by Memorandum dated 9/24/97

- Substitutions should not be considered the norm and should be granted only for extraordinary circumstances. In such cases where the college decides that an individual substitution is necessary, that decision should be entered by the college on the student's SAPR on Screen 654 at the time it is made. The reason for the substitution should be entered on Screen 656. Substitutions will be monitored by the Office of Undergraduate Education. To increase the likelihood of approval, substitutions should be requested by the student on advance of enrollment in the substitute course. Substitutions granted by one college will be honored by the student's subsequent colleges, if any.
- Substitutions will be available to learning disabled students as certified by S.A.L.T. and CeDRR by the same procedures used for the present General Education requirements. This approval must be made in advance of enrollment in the substitute course.
- In the absence of direct course equivalents, Arizona community college AGEC approved courses may be substituted for UA approved general education courses with the approval of the student's college in advance of enrollment in the substitute course.

Appendix H

Multiple use of General Education Courses for 1998 and subsequent catalogs
Approved by the University-wide General Education Committee on 1/28/98

- No Tier One or Foundations course can apply to a major or minor with the following exceptions:
  - any Math course above MATH 124
  - the third and fourth semester of a second language sequence taken to satisfy the second language requirement in general education
- Any maximum of two courses can be used to simultaneously satisfy general education and minor requirements.

Appendix I

Completion of the University General Education Requirements by Arizona Community College Transfer Students under 1998 and subsequent catalogs

- Complete your community college Arizona General Education Curriculum (AGEC) prior to transfer
  OR
- Complete one or more general education segments of the AGEC at the community college prior to transfer (see chart)
  OR
- Complete individual course work within segments. Individual courses will be applied according to their values in the Arizona Higher Education Course Equivalency Guide (CEG).

Options for completion of UA General Education requirements in 1998 and subsequent catalogs by Arizona Community College Students

<table>
<thead>
<tr>
<th>Recommended sequence for Arizona community college transfer students</th>
<th>The University of Arizona general education requirements</th>
<th>Community college courses selected from approved AGEC category lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations courses should be completed as early as possible in a student's academic program. A transfer pathway or degree goal should be identified to determine specific mathematics and language course work.</td>
<td>Foundations Composition Mathematics - major based Second Language - degree based</td>
<td>Composition - 2 course sequence Mathematics - 1 course Second Language - 2nd or 4th semester proficiency</td>
</tr>
<tr>
<td>Satisfaction of the Tier I requirements is based upon completion of all 5 courses from the approved AGEC lists.</td>
<td>Tier I</td>
<td>Arts &amp; Humanities - 2 courses Social &amp; Behavioral Sciences - 2 courses Physical &amp; Biological Sciences - 1 course with lab</td>
</tr>
<tr>
<td>Tier II requirements will be considered satisfied only if all the requirements for Foundations and Tier I have been completed.</td>
<td>Tier II</td>
<td>After completion of Tier I requirements-- Arts &amp; Humanities - 1 course Social &amp; Behavioral Sciences - 1 course Physical &amp; Biological Sciences - 1 course with lab</td>
</tr>
<tr>
<td>This requirement may be completed by a course used to satisfy other requirements. Completion of this requirement is required for AGEC validation.</td>
<td>Course with a focus on non-western cultures or on race, gender, class, or ethnicity.</td>
<td>Courses which advance ethnic/race/gender, awareness, contemporary global/ international awareness or historical awareness.</td>
</tr>
<tr>
<td>It is in the student's best interest to complete the general education portion of a degree program at a single institution.</td>
<td>General Education Complete</td>
<td>AGEC Complete</td>
</tr>
</tbody>
</table>
**Note:** Individual courses completed at the community college will be subject to evaluation based on the equivalency listed in the applicable Course Equivalency Guide (CEG).

**Appendix J**

**Completion of the University General Education Requirements by Transfer Students from Out-of-State and Four-Year Institutions Under 1998 and subsequent catalogs**

Presented by Assistant and Associate Deans to the University-wide General Education Committee by Memorandum dated 9/24/97

- Transfer credits from out-of-state institutions and in-state four-year institutions, earned before a student's initial enrollment in the UA will be applied to a student's UA general education requirements as decided by the college declared by the student at the time of initial admission. Those decisions will be honored by a student's subsequent college, if any. It is imperative that all non-articulated transfer evaluations be entered on the students SAPR at the time of initial decisions.
- Transfer students who have completed the Arizona General Education Curriculum will have completed all UA general education requirements, with the additional need to establish the second language proficiency requirement.
- In the absence of a complete AGEC transfer package, transfer students from Arizona community colleges may meet their general requirements with a combination of AGEC approved courses taken before their initial enrollment in the UA along with subsequent UA general education work.

---

**Appendix K**

**TRADITIONS & CULTURES**

- **Tier I**
- **Tier II -- Arts**
- **Tier II -- Humanities**

**Tier I Traditions & Cultures**

- **HUMAN CULTURE**
  - historical development
  - fundamental concepts
  - interdisciplinary approach

- **2 RULES FOR CONTENT**
  
  Rule 1: More than a sub-continent
Rule 2: More than an epoch

TRAD 101: Non-Western

Many Nations of Native America
TRAD 102: Western Classical to Renaissance

Books in Dialogue: Classical to Medieval

TRAD 103: Western Renaissance to Present

Russia: From Empire to Federation

TRAD 104: Topics in Culture and Civilization

Eroticism and Love in the Middle Ages
Arts

The Arts in Tier II
✓ Formal elements of the arts
✓ Culture and history
✓ art in cultural context
✓ analytical vocabulary
✓ relationships between arts

Tier II Arts Courses
✓ TAR103 Theatre Appreciation
✓ DNC100 Looking at Dance
✓ MUS109 Rock & American Popular Music

Humanities

Tier Two Study Areas

Appendix L

CHANGES IN THE NEW ARCHITECTURE

✓ Push from Traditions & Cultures: Courses above the freshman level no longer included in T&C
✓ Pull Toward Humanities: Courses not concerned with literature now included in the Study Area

✓ Push from T&C: Non-Western
- T&C List 1 ’95-7
  --100 level - 10 courses
  --200 level - 6 courses
  --300 level - 6 courses
  --400 level - 12 courses
- TRAD 101 ’98-9
  --100 level - 6 courses with 39 sections
  --200-400 levels - none

✓ Push from T&C: Western
- T&C List 2 ’95-7
  --100 level - 14 courses
  --200 level - 10 courses
  --300 level - 12 courses
  --400 level - 0 courses
TRAD 102, 103, 104
--200-400 levels - none
--100 level - 17 courses

EXAMPLES

95-7 CATALOG
--FREN 453: Culture & Civ of N. Africa Was T&C - list 1
--HUMS 250A, B, C: Intro to Humanities Was T&C - list 2, Prereq: Freshman Comp
--ENGL 449a: Folklore: Verbal Was T&C - list 1

98-9 CATALOG
--TRAD 101: The French Speaking World Now for non-majors
--HUMS 250A, B, C: Intro to Humanities Becomes Tier II HUMS, Prereq: Freshman Comp.
--ENGL248a: Folklore: Verbal Elect credit/old Gen Ed NOT offered as new Gen Ed.

WATCH FOR CHANGES

- Tier I has been emphasized for new first year students
- More sections may be offered in Spring '99
- Tier II is still under development
- More courses will appear in '99-00 catalog

Pull to Humanities

- Literature '95-7
  SBS
  --1 Persian lit
  --1 Phil & lit
- Fine Arts
  --2 Theatre
- COH
  --55 courses

Humanities '98-9
- Tier II guidelines recognize
  --religion
  --history
  --philosophy
  --literature
  --languages

EXAMPLES OF NEW COURSES

- AFAS 224
  Models of Resistance: Post 16th Century African Movement in the Southeast
- FREN 280
  Intro to French Language, Linguistics and Culture
- HUMS 365
  Journeys and the Culture of Travel
- JPN 220
  Religion in Japanese Society

Lit/Hums Levels of Study

- Literature '95-7
  --100 level - no courses
  --200 level - 17 courses
  --300 level - 25 courses
  --400 level - 17 courses

- Arts '95-7
  --100 level - 23 courses
  --200 level - 18 courses
  --300 level - 10 courses
  --400 level - 9 courses

- Arts '98-9
  --100 level - 15 courses
  --200 level - 7 courses
  --300 level - 1 courses
  --400 levels - no courses

Different from Arts

Probable Consequences for Course Selection
Fewer upper-division offerings
Literature courses: more than half
Humanities courses: less than half

More subject areas to choose from

Probable Consequences for Transfer Students

Easier to find UA equivalents for community college courses at 200 level
Harder to find Gen Ed Humanities courses at upper-division level

Appendix M

General Education Information in SIS

Screen 105: Course Sections: Easy view of Instructor names.

Screen 107: Enrolled Class List: Who is currently enrolled in a specific course section? Grades display here as soon as they appear on each student’s record (including W, E, F, and O during the semester).

Screen 108: Class List: This class list includes students who are currently enrolled in a specific course section, as well as students who registered for the course section but dropped it by the end of the 4th week of a Fall or Spring semester (end of the 1st week of a Summer term). After grade processing is completed each semester, DROPPED students no longer appear on the class list.

Screen 129: Schedule Maintenance: Although this screen can appear intimidating (it’s packed with information), a few specific fields may be extremely helpful as you explore the General Education class listings:

TITLE:
P/F: (Is Pass/Fail status an option for this course?)
HNR: (Which course sections are Honors sections?)
PUBLISHED INSTRUCTOR NAME:
CALL NUMBER:

Screen 150: Course Term Scan: The SIS version of the Schedule of Classes.

Screen 153: Course Term Scan Of Open Classes: Very similar to Screen 150—the difference is that Screen 153 displays only sections of courses in which seats are available.

Screen 703: Transfer Student Institution Browse: Look here to find a listing of institutions from which transfer units have been evaluated. To the left of each institution that is listed, you’ll find a 7-character numeric School Code that you need in order to view the listing of coursework that has been evaluated from that specific institution.

NOTE: While viewing this screen, leave the SCHOOL CODE field in the Action Line blank.

Screen 705: Transfer Student Coursework: Using the 7-character SCHOOL CODE that you find within Screen 703, and your 4-digit USERID number in the EID field of the Action Line, you can view the coursework (one institution at a time) that has been evaluated for transfer credit.