ACADEMIC and STUDENT AFFAIRS COMMITTEE MEETING

Wednesday, June 7, 2017
1:45pm-3:15pm

Meeting location will be:
Northern Arizona University
High Country Conference Center
Humphreys Room

2016 - 2017
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MEMORANDUM

TO: Regents
Bill Ridenour, Chair
Ram Krishna, Vice Chair
Larry Penley
Lyndel Manson
Jared Gorshe

COPY: Greg Patterson, Board Chair
Eileen Klein, President
Nancy Tribbensee
Mark Denke

FROM: Shelley McGrath

SUBJECT: June 7, 2017 Academic and Student Affairs Committee Meeting

DATE: May 30, 2017

A meeting of the Academic and Student Affairs Committee will be held on Wednesday, June 7, 2017 from 1:45pm-3:15pm. Northern Arizona University, High Country Conference Center, Humphreys Room. Lunch will be available in the Agassiz Room from 11:30pm-1:30pm.

Materials will be available on the ABOR website under Board and Committee Meetings; Academic Affairs; Meeting Documents; June 7, 2017.

Please review the agenda and meeting materials, and contact me at 602-229-2529 or e-mail at shelley.mcgrath@azregents.edu, if you have questions or concerns.
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1:45 p.m.  Call to Order, Greetings, and Announcements from the Committee Chair

1:50 p.m.  1.  Approval of Minutes
The board office asks the committee to review and approve the minutes from the April 5, 2017, Academic and Student Affairs Committee meeting.

1:55 p.m.  2.  Addendum to the 2017-2018 Academic Strategic Plan for Arizona State University (ASU)
Arizona State University asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.

2:05 p.m  3.  Addendum to 2017-2018 Academic Strategic Plan for Northern Arizona University (NAU)
Northern Arizona University asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.

2:15 p.m.  4.  Addendum to 2017-2018 Academic Strategic Plan for The University of Arizona (UA)
The University of Arizona asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.
Update on Business Process for Submitting New Program Requests
The board office would like to provide an update on the progress and plan regarding a new business process and templates that will better highlight program outcomes, measures, and assessment methodologies for new program requests that are submitted to the board for approval.

Proposed Faculty Breakfast Theme
The board office and AFC members request time to present ideas and themes for next year’s faculty breakfasts with the regents, and seek regent feedback before moving forward with planning.

General Education Quality Series Schedule and Topics
The board office would like to present the timeline and discussion topics of the General Education Quality Review Series Discussions for FY 2017-2018, and seeks feedback before moving forward.

AY 2021-2022 University Academic Calendars (ASU, NAU, UA)
The board office and the universities ask the committee to review and recommend for board for approval the AY 2021-2022 Academic Calendars for Arizona State University, Northern Arizona University and the University of Arizona.

Proposed Revision to ABOR Policy 2-320 “Academic Year Calendar” (First Reading)
The board office asks the committee to review and forward to the full board on first reading the proposed revisions to ABOR Policy 2-320 “Academic Year Calendar”.

Proposed Revision to ABOR Policy 4-203 “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” (First Reading and Immediate Implementation)
The board office asks the committee to review and recommend for board approval the proposed revisions to ABOR Policy 4-203, “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes,” and approve the revisions for immediate implementation pursuant to ABOR policy 1-202(J). The revisions to ABOR Policy 4-203(C)(7) will make the policy consistent with recent legislative amendments to A.R.S. § 15-1802 related to the in-state student classification for veterans.

ADJOURN

PLEASE NOTE: This agenda may be amended at any time prior to 24 hours before the committee meeting. Estimated starting times for the agenda items are indicated; however, discussions may commence, or action may be taken, before or after the suggested times. Any item on the agenda may be considered at any time out of order at the discretion of the committee chair. The committee may discuss, consider, or take action regarding any item on the agenda. During the meeting, the committee may convene in executive session pursuant to A.R.S. § 38-431.03(A)(3) for legal advice regarding any item on the agenda.
A meeting of the Academic and Student Affairs Committee was held on Wednesday, April 5, 2017, at The University of Arizona.

Present: Regent Ridenour (Chair), Regent Patterson, Regent Heiler, Regent Manson, Regent Myers, Regent Careaga, Regent Shoopman, Regent Penley, Regent Gorshe, Regent Krishna

Also present were Provost Mark Searle, Provost Dan Kain, Provost Andrew Comrie, Gail Burd, Laura Todd Johnson, Christine Wilkinson, Jon Dudas, Christy Farley, Kathleen Puckett

Present from ABOR: President Klein, Nancy Tribbensee, Shelley McGrath, Mark Denke, Chad Sampson, Sarah Harper, Tom Merriam, Jennifer Pollock, Kris Okazaki, John Arnold, Lorenzo Martinez, Gale Tebeau, Julie Newberg, Monica Simental, Jan Oestreich

Regent Ridenour called the meeting to order at 12:00 p.m.

**Approval of Minutes**

Upon motion by Regent Penley and seconded by Regent Krishna, the Committee approved the minutes of the February 1, 2017 Academic and Student Affairs Committee Meeting.

**Veterinary Medicine Update (UA)**

Provost Comrie updated the committee on the Veterinary Medicine Accreditation. UA is still awaiting news from Council on Education. (COE is the accrediting body of the American Veterinary Medical Association-AVMA). UA has an appeal and are anticipating the decision any day now. Regardless of the decision, the university intends to move forward with the Vet Med school, even if the accreditation is delayed as starting up a Vet school is complicated.

UA is dedicated to being innovative in their approach and they are working with a consultant, Mark Cushing, who has substantial experience with veterinary education and particularly in issues related to accreditation. He reiterated that pre vet students have asked for a DVM degree. Ranchers, producers and pet owners need more trained veterinarians in the state.

Regent Ridenour asked Mark Cushing to join at the table so that regents could ask
questions. Regent Myers wants to know how we move forward if the COE does not
decide in UA’s favor. Mark Cushing has had a lot of experience with universities in this
situation. There a few steps that he feels would make some improvements that could be
made and would meet the needs of the students and the state. In addition, he feels that
UA is in a unique position because it would be only the 13th university that is both an
AAU member and a land grant school that would have a veterinary program in the
country. He feels that veterinary medicine would welcome that distinction. Also, Arizona
is positioned uniquely because of the size of the Latino population. One of the greatest
weakness in veterinary medicine is the lack of diversity of the profession.

Mr. Cushing walked the committee through a few possible timelines and scenarios that
may arise.

**Proposed Revision to ABOR Policy 2-221 “Academic Degree Programs” (First
Reading)**

Shelley McGrath presented the revisions for the Academic Degree Programs. The
enroute masters would allow the universities to grant a master’s degree if they have a
PhD program with same name and course work.

Upon motion by Regent Gorshe and seconded by Regent Manson, the committee
approved forwarding for board approval, the proposed revision to ABOR policy 2-221
“Academic Degree Programs” (First Reading).

**Addendum to 2017-2018 Academic Strategic Plan for The University of Arizona (UA)**

Provost Comrie and Gail Burd discussed the addition of three new academic programs
and one new academic unit: they are an MS in Cybersecurity in Management and
Information Systems in the Eller Colleges of Management, an Electrical and Computer
Engineering in the College of Engineering, MA in Human Rights in the College of Social
and Behavioral Sciences, and BS in Food Safety in Animal and Comparative
Biomedical Sciences in the College of Agriculture and Life Sciences.

Upon motion by Regent Gorshe and seconded by Regent Krishna, the committee
approved forwarding for board approval, the Addendum to 2017-2018 Academic
Strategic Plan for The University of Arizona (UA); with Regent Penley’s 2 stipulations:

- The ABOR office and the provosts address his concerns that he has so that
greater specificity can be brought to the specific outcomes.
- Provost Comrie and his staff return that once the faculty determines the
outcomes and assessment process and advise the committee what the faculty
has done to address the issues in a measurable way.
Appointment of Regents’ Professors (UA)

Provost Comrie gave an overview of the recommendations for appointment of Professors Pham Huu Tiep, Hoshin Gupta, and Alison Hawthorne Deming to Regents’ Professor.

Upon motion by Regent Gorshe and seconded by Regent Krishna, the committee approved forwarding to the board for approval, the appointment of three Regents’ Professors.

Revision to University Academic Calendar for AY2018-2019 (UA)

Provost Comrie described a slight change in the academic calendar. Regent Penley suggested a policy change so these requests do not have to go before the board in the future.

Upon motion by Regent Gorshe and seconded by Regent Krishna, the committee approved forwarding to the board for approval, the revision to the University of Arizona’s academic calendar for AY2018-2019.

Regent Ridenour adjourned the meeting at 1: 25 p.m.

Submitted by: Debbie Sale
Committee Secretary
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Item Name: Addendum to the 2017-2018 Academic Strategic Plan for Arizona State University (ASU)

Action Item
Committee Recommendation to Full Board
First Read of Proposed Policy Change
Information or Discussion Item

Issue: Arizona State University asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.

Enterprise Strategic Plan

- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other: Academic Strategic Plan

Statutory/Policy Requirements

ABOR Policy 2-223.A, “The Academic Strategic Plan”

Background/History of Previous Board Action

- As provided in the board policy, Academic Strategic Plans may be modified during the year with the approval of the Academic and Student Affairs Committee.

Discussion

Arizona State University seeks to amend its Academic Strategic Plan for implementation in the 2017-2018 Academic Year. This request is for a new academic program, the Bachelor of International Public Health.

Contact Information:
Mark Searle, Provost 480-965-9585 mark.searle@asu.edu
Shelley McGrath 602-229-2529 shelley.mcgrath@azregents.edu
In addition to the description, market need and learning outcomes, the following assessment plan has been created to support the program outcomes:

- **International Public Health Assessment Plan:**
  - All students will successfully prepare a digital portfolio, an accumulation of academic projects reflective of the undergraduate experience (e.g., written projects, oral presentations, videos, self-reflection, creative projects). The portfolio will integrate the Council on Education for Public Health foundational competencies as well as the general studies requirements. Students will submit the digital portfolio as an evaluative component of the capstone experience.
  - The portfolio will be evaluated by the ASU faculty supervisor and members of the professional community who supervise capstone experiences.
  - Program evaluation will also include self-reported alumni and employment data.

The portfolio and data will aligned with rubrics to assess the graduates' ability to:
- communicate evidence-based public health information, in both oral and written forms, through a variety of media and to diverse audiences;
- locate, use, evaluate and synthesize public health information;
- demonstrate competence in collaborative problem-solving to address challenges in global public health;
- correlate global public health knowledge with the traditional branches of education, including critical reasoning and communication; quantitative reasoning; human behavior and cultural awareness; contributions of science to society; and historical awareness;
- analyze and present global public health data in the form of team-based, collaborative field reports, case studies, and lab reports.

The quality of the program will be assessed using the summary analyses of the portfolios, employment data, alumni feedback, and input from employers. Program strengths and weaknesses will be assessed, and the faculty will use the assessment plan to revise and amend the curriculum.

**Requested Action**

Arizona State University asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.
Arizona State University Addendum to the 2017-2018 Academic Strategic Plan

ACADEMIC PROGRAMS

Table 1 - Proposed New Programs

<table>
<thead>
<tr>
<th>Name of Proposed Degree (degree type and major)</th>
<th>College/School (location)</th>
<th>Program Fee Required? (Yes or No)</th>
<th>Additional State Funds Required? (Yes or No)</th>
<th>Brief Description/Justification and list 3-5 program outcomes (max 150 words)</th>
<th>Projected 3rd Year Enrollment &amp; Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of International Public Health</td>
<td>College of Health Solutions, School for the Science of Health Care Delivery (ASU Online)</td>
<td>Yes</td>
<td>No</td>
<td>Description: The Bachelor of International Public Health advances the ASU Charter and design aspirations and aligns with our PLuS Alliance partnership by developing solutions to global challenges and generating social impact in health and health care. This degree builds and strengthens the international public health workforce and includes coursework from three leading universities: ASU, University of New South Wales, and King’s College. Coursework is coordinated but each university issues its own diploma. Students take courses from all three universities and receive their diploma from their home institution. Aligned with US accreditation standards in public health, the coursework teaches new approaches to emerging public health issues including health promotion, communicable disease prevention, environmental health, public health surveillance and global health management. Students will complete a capstone experience in their area of interest which will prepare them for careers in global health policy, data and informatics, systems thinking, and community-based care. Delivery Method: ASU Online</td>
<td>100 2017-2018 Academic Year</td>
</tr>
</tbody>
</table>
Market Need:

In September 2016, the UN High-Level Commission on Health Employment and Economic Growth called for an investment in the global health workforce to help offset a projected shortfall of 18 million health workers. The demand is expected to grow to 40 million by 2030 due to aging populations, the worldwide rise of chronic non-communicable diseases, and the commitment by all UN member states to achieve universal health coverage by 2030. Critical needs include global health policy, data and informatics, systems thinking, ethics, economics, and community-based care. This presents a unique opportunity for the PLuS Alliance to offer a multi-university degree that addresses market need, offers an innovative program model, and leverages the professional networks and academic expertise of faculty from the PLuS Alliance universities. Graduates will be prepared for careers as health educators, health administrators, health policy development officers, clinical trial coordinators, and health information analysts.

Learning/Program Outcomes:

The Bachelor of International Public Health curriculum is aligned with the Council on Education for Public Health undergraduate accreditation standards (http://ceph.org/assets/2016.Criteria.pdf). Foundational competencies for bachelor’s degrees in public health include the ability to:

- communicate evidence-based public health information, in both oral and written forms, through a variety of media
and to diverse audiences;
- locate, use, evaluate and synthesize public health information;
- demonstrate competence in collaborative problem-solving to address challenges in global public health;
- correlate global public health knowledge with the traditional branches of education, including critical reasoning and communication; quantitative reasoning; human behavior and cultural awareness; contributions of science to society; and historical awareness;
- complete successfully a summative capstone experience in an area of specialization and/or interest.

**Assessment Plan:**

- All students will successfully prepare a digital portfolio, an accumulation of academic projects reflective of the undergraduate experience (e.g., written projects, oral presentations, videos, self-reflection, creative projects). The portfolio will integrate the Council on Education for Public Health foundational competencies as well as the general studies requirements. Students will submit the digital portfolio as an evaluative component of the capstone experience.
- The portfolio will be evaluated by the ASU faculty supervisor and members of the professional community who supervise capstone experiences.
- Program evaluation will also include self-reported alumni and employment data.
The portfolio and data will be aligned with rubrics to assess the graduates’ ability to:

- communicate evidence-based public health information, in both oral and written forms, through a variety of media and to diverse audiences;
- locate, use, evaluate and synthesize public health information;
- demonstrate competence in collaborative problem-solving to address challenges in global public health;
- correlate global public health knowledge with the traditional branches of education, including critical reasoning and communication; quantitative reasoning; human behavior and cultural awareness; contributions of science to society; and historical awareness;
- analyze and present global public health data in the form of team-based, collaborative field reports, case studies, and lab reports.

The quality of the program will be assessed using the summary analyses of the portfolios, employment data, alumni feedback, and input from employers. Program strengths and weaknesses will be assessed, and the faculty will use the assessment plan to revise and amend the curriculum.
Item Name: Addendum to the 2017-2018 Academic Strategic Plan for Northern Arizona (NAU)

Action Item
Committee Recommendation to Full Board
First Read of Proposed Policy Change
Information or Discussion Item

Issue: Northern Arizona University asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.

Enterprise Strategic Plan

Empower Student Success and Learning
Advance Educational Attainment within Arizona
Create New Knowledge
Impact Arizona
Compliance
Real property purchase/sale/lease
Other:

Statutory/Policy Requirements

ABOR Policy 2-223.A – the Academic Strategic Plan

Background/History of Previous Board Action

This is a request for a new graduate program, building on an existing undergraduate program.

Discussion

Request: This addendum includes a request for one new academic program—Master of Social Work (MSW).

The Master of Social Work degree (MSW) is the graduate degree that provides advanced knowledge and skills for increased effectiveness as a professional social worker. The MSW is

Contact Information:
Daniel Kain, Provost 928-523-7122 daniel.kain@nau.edu
Shelley McGrath, ABOR 602-229-2529 shelley.mcgrath@azregents.edu
EXECUTIVE SUMMARY

the most marketable, most transferable and most requested degree by social service employers.

The mission of Northern Arizona University Social Work Program, grounded in the history, purpose, and values of the profession, is to educate competent generalist (BSW) and advanced generalist (MSW) social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts.

The generalist and advanced generalist (MSW) practice for which we educate is based on social work knowledge, values, and skills; it is geared to practice with rural and Indigenous populations of the Southwest. Social Work practice is focused on addressing poverty, behavioral health, aging/disability through direct services and by promoting resilience of families and communities. The proposed program will prepare graduates especially to serve vulnerable and underserved populations locally, regionally, and globally.

The program will admit the first cohort of students in Fall 2018. The MSW will apply for accreditation by the Council on Social Work Education (CSWE), building on existing accreditation for a BSW degree. CSWE program outcomes include a detailed curriculum plan that maps learning outcomes and assessments to courses and the capstone internship. Accreditation requires that the program demonstrate (through assessments) that graduates attain specified competencies.

Market need:
According to the Bureau of Labor Statistics, overall employment of social workers is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Employment of healthcare, mental health, and substance abuse social workers is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations.

Bachelor’s in Social Work (BSW) completions grew in Arizona by an annualized rate of 21.4 percent providing a significant pipeline of students for this advanced degree option. Degree completions of the MSW increased in the Southwest region between 2011 and 2015, and the field represents a relatively high volume area, with 4,736 master's completions in the region in 2015 (up from just over 3,000 in 2011). NAU engaged additional expertise in reviewing program expansion opportunities, particularly related to online program competitiveness and market need. This review included recommendations to expand the BSW program and add an MSW online option.

Program Assessment

Learning/Program outcomes:

Goals:
1. To prepare competent Advanced Generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.
2. To promote identification with the profession, continued professional development, and development of knowledge and skills for Advanced Generalist social work practice.
3. To provide service to the community and promote human development, individual and community resilience.

**Competencies** are mapped to courses, signature assignments and required practica. The plan for assessment utilizes a combination of course embedded signature assignments aligned with program competencies and a comprehensive capstone evaluation of candidate performance in the required field practicum. Capstone assessments are conducted by faculty and field supervisors for the professional placement. Assessments, based on the required competencies from CSWE, will measure the extent to which students:

- Evidence proficiencies of practice with Individuals, Families, Groups, Organizations, and Communities
- Utilize insights about multiple client systems, human development, and behavioral health for assessment of Individuals, Families, Groups, Organizations, and Communities
- Demonstrate capacity for evaluation of interventions with Individuals, Families, Groups, Organizations, and Communities
- Demonstrate Ethical and Professional Behavior
- Effectively engage Diversity and Difference in Practice
- Engage in Practice-informed Research and Research-informed Practice
- Apply knowledge and analytic skills in Policy Practice

Program quality will be evaluated through analysis and review of aggregated and individual assessment data, supplemented by alumni and employer surveys. Faculty assess performance of the curriculum on an ongoing basis. Formal action plans for curriculum improvements, as well as implementation actions, are reported to the Council on Social Work Education, as required for accreditation.

**Master of Social Work DRAFT Assessment Plan**

**Master of Social Work Assessment Map – Foundation Year**

<table>
<thead>
<tr>
<th></th>
<th>SWG 540</th>
<th>SWG 521</th>
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<th>SWG 555</th>
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<th>SWG 523</th>
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<td>Development stages</td>
<td>Process recording</td>
<td>Process recording</td>
<td>Systematic research review</td>
<td>Assessment assignment</td>
<td>Process recording</td>
<td>Macro project</td>
<td>Community needs assessment</td>
<td>Learning contract/field assignments</td>
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<td>journal assignment</td>
<td>Field agency report</td>
<td>Case assessment</td>
<td>Literature review</td>
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| Utilize insights about multiple client systems |         |         |         |         |         |         |         |         |         |
| Development stages |         |         |         |         |         |         |         |         |         |
| journal assignment |         |         |         |         |         |         |         |         |         |
| Process recording |         |         |         |         |         |         |         |         |         |
| Policy assignment |         |         |         |         |         |         |         |         |         |
| Assessment assignment |         |         |         |         |         |         |         |         |         |
| Process recording |         |         |         |         |         |         |         |         |         |
| Learning contract/field assignments |         |         |         |         |         |         |         |         |         |

| Demonstrate capacity for evaluation of interventions with Individuals, Families, Groups, Organizations, and Communities |         |         |         |         |         |         |         |         |         |
| Development stages |         |         |         |         |         |         |         |         |         |
| journal assignment |         |         |         |         |         |         |         |         |         |
| Process recording |         |         |         |         |         |         |         |         |         |
| Case assessment |         |         |         |         |         |         |         |         |         |
| Systematic research review |         |         |         |         |         |         |         |         |         |
| Literature review |         |         |         |         |         |         |         |         |         |
| Assessment assignment |         |         |         |         |         |         |         |         |         |
| Process recording |         |         |         |         |         |         |         |         |         |
| Learning contract/field assignments |         |         |         |         |         |         |         |         |         |
### EXECUTIVE SUMMARY

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>Process recording</th>
<th>Assessment assignment</th>
<th>Process recording</th>
<th>Learning contract/field assignments</th>
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</thead>
<tbody>
<tr>
<td>Effectively engage Diversity and Difference in Practice</td>
<td>Developmental stages journal assignment</td>
<td>Process recording</td>
<td>Process recording</td>
<td>Critical incident analysis</td>
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<tr>
<td>Engage in Practice-informed Research and Research-informed Practice</td>
<td>Developmental stages journal assignment</td>
<td>Systematic research review</td>
<td></td>
<td>Learning contract/field assignments</td>
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<tr>
<td>Apply knowledge and analytic skills in Policy Practice</td>
<td>Agency policy “scape” assignment</td>
<td>Systematic research review</td>
<td></td>
<td>Current issue project</td>
</tr>
</tbody>
</table>

### Master of Social Work Assessment Map – Concentration Year

<table>
<thead>
<tr>
<th>SWG 620</th>
<th>SWG 621</th>
<th>SWG 622</th>
<th>SWG 623</th>
<th>SWG 650</th>
<th>SWG 608</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence proficiencies of practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Program/practice paper</td>
<td>Applied project</td>
<td>Clinical assessment assignment</td>
<td>Program development assignment</td>
<td>Paper/quizzes</td>
</tr>
<tr>
<td>Utilize insights about multiple client systems</td>
<td>Program/practice paper</td>
<td>Applied project</td>
<td>Clinical assessment assignment</td>
<td>Program development assignment</td>
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<td>Engage in Practice-informed Research and Research-informed Practice</td>
<td>Program/practice paper</td>
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<td>Learning contract/field assignments</td>
</tr>
<tr>
<td>Apply knowledge and analytic skills in Policy Practice</td>
<td>Program/practice paper</td>
<td>Applied project</td>
<td>Field supervisor interview</td>
<td>Paper/quizzes</td>
<td>Learning contract/field assignments</td>
</tr>
</tbody>
</table>

### Requested Action

Northern Arizona University asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.
## Table 1 - Proposed New Programs

<table>
<thead>
<tr>
<th>Name of Proposed Degree (degree type and major)</th>
<th>College/School (location)</th>
<th>Program Fee Required? (Yes or No)</th>
<th>Additional State Funds Required? (Yes or No)</th>
<th>Brief Description/Justification and list 3-5 program outcomes (max 150 words)</th>
<th>Projected 3rd Year Enrollment &amp; Implementation Date</th>
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</thead>
<tbody>
<tr>
<td>Master of Social Work (M.S.W.)</td>
<td>College of Social and Behavioral Sciences (Flagstaff Campus and online)</td>
<td>Yes</td>
<td>No</td>
<td><strong>Description:</strong> (max 150 words) The Master of Social Work degree (MSW) is the graduate degree that provides advanced knowledge and skills for increased effectiveness as a professional social worker. The MSW is the most marketable, most transferable and most requested degree by social service employers. The mission of Northern Arizona University’s Social Work Program, grounded in the history, purpose, and values of the profession, is to educate competent generalist (BSW) and advanced generalist (MSW) social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts. The generalist and advanced generalist (MSW) practice for which we educate is based on social work knowledge, values, and skills; geared to practice with rural and Indigenous populations of the Southwest; and, focused on addressing poverty and oppression; providing leadership in promoting human rights; and service with vulnerable and underserved populations locally, regionally, and globally.</td>
<td>Projected 3rd Year Enrollment: 125 Implementation date: August 2018</td>
</tr>
<tr>
<td>Market need: (max 150 words)</td>
<td></td>
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<tr>
<td>According to the Bureau of Labor Statistics, employment of social workers is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Employment of healthcare, mental health, and substance abuse social workers is projected to grow 19 percent from 2014 to 2024. Bachelor in Social Work (BSW) completions grew in Arizona by an annualized rate of 21.4 percent, providing a significant pipeline into the MSW. Degree completions of the MSW increased in the Southwest region between 2011 and 2015, and the field represents a relatively high volume area, with 4,736 master’s completions in the region in 2015 (increase of over 1700 since 2011). Neither the current nor the projected workforce is saturated. There is only one other online MSW option in Arizona and five in the southwest. NAU’s institutional and program brand will allow us to be successful in this arena.</td>
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<table>
<thead>
<tr>
<th>Learning/Program outcomes: (max 150 words)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Goals:</td>
<td></td>
</tr>
<tr>
<td>1. Prepare competent Advanced Generalist social workers as described above.</td>
<td></td>
</tr>
<tr>
<td>2. Promote identification with the profession.</td>
<td></td>
</tr>
<tr>
<td>3. Provide service to the community and promote human development, individual and community resilience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Plan:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies are mapped to courses, signature assignments and required practica. The capstone practicum incorporates all competencies. Assessments will measure the extent to which students:</td>
<td></td>
</tr>
<tr>
<td>Evidence proficiencies of practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
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<tr>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Utilize insights about multiple client systems</td>
<td></td>
</tr>
<tr>
<td>Demonstrate capacity for evaluation of interventions with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td></td>
</tr>
<tr>
<td>Effectively engage Diversity and Difference in Practice</td>
<td></td>
</tr>
<tr>
<td>Engage in Practice-informed Research and Research-informed Practice</td>
<td></td>
</tr>
<tr>
<td>Apply knowledge and analytic skills in Policy Practice</td>
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</tbody>
</table>

Program quality will be evaluated through analysis and review of aggregated and individual assessment data, supplemented by alumni and employer surveys. Also, the Council on Social Work accreditation requires formal action plans for curriculum improvements.
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Item Name: Addendum to the 2017-2018 Academic Strategic Plan for The University of Arizona (UA)

☑ Action Item
☐ Committee Recommendation to Full Board
☐ First Read of Proposed Policy Change
☐ Information or Discussion Item

Issue: The University of Arizona asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.

Enterprise Strategic Plan
☐ Empower Student Success and Learning
☐ Advance Educational Attainment within Arizona
☒ Create New Knowledge
☐ Impact Arizona
☐ Compliance
☐ Real property purchase/sale/lease
☐ Other:

Statutory/Policy Requirements

ABOR Policy 2-223.A – the Academic Strategic Plan

Background/History of Previous Board Action

The Academic Strategic Plan serves as a mechanism by which the Board provides oversight and direction for the academic initiatives and academic mission of each university.

Discussion

Request:
This addendum includes a request for one new academic program—MS in Marketing in the Eller College of Management. The College has been offering their MS in Management with a subspecialization in Marketing for a number of years. In 2014-2015, the faculty reconfigured the Marketing subspecialization curriculum. Since then, student enrollment in the...
EXECUTIVE SUMMARY

Subspecialization has continued to grow. With an increasing need and demand for specialization for a core business function (Marketing), many comparable business schools that offer MBA programs have also started to offer Master of Science in Marketing (MSM) program. To compete with these programs and make the value proposition of our own program more direct and clearer, the UA seeks a stand-alone program that will offer a Master of Science in Marketing.

The proposed marketing-focused curriculum provides both conceptual frameworks as well as analytical tools to develop and hone their critical marketing skills. We expect students graduating from the program to have deep conceptual and analytical skills that would be valued in a wide variety of industry sectors, both nationally and internationally. In addition, we expect the program to kindle an interest amongst exceptional students to pursue doctoral education and an academic career in marketing.

Program Assessment:
The MS in Marketing assessment map demonstrates how learning outcomes will be assessed across the program. The faculty will continue to refine the map to collect the needed information and develop rubrics to evaluate the student work. The department will conduct a student exit survey in which students self-assess their attainment of the learning outcomes. Graduates of the program will be surveyed periodically on actual application of knowledge and skills acquired while in the program. The department will use the longitudinal survey findings to modify existing courses and design new offerings to best serve the dynamic marketplace. The quality of the overall program will be assessed via summary analyses of assessments in the map, placement and employment data, the student exit and alumni surveys, and responses from employers.

<table>
<thead>
<tr>
<th>MS in Marketing Assessment Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 510</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Use appropriate statistical methods to analyze data to inform decision-making.</td>
</tr>
<tr>
<td>Apply behavioral, economic, and analytical tools to evaluate business and marketing situations and actions.</td>
</tr>
<tr>
<td>Apply critical conceptual and analytical skills in designing, implementing and evaluating competitive marketing strategies.</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Requested Action
The University of Arizona asks the committee to review and recommend for board approval the addendum to the 2017-2018 Academic Strategic Plan.
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### Table 1 - Proposed New Programs

<table>
<thead>
<tr>
<th>Name of Proposed Degree (degree type and major)</th>
<th>College/School (location)</th>
<th>Program Fee Required? (Yes or No)</th>
<th>Additional State Funds Required? (Yes or No)</th>
<th>Brief Description/Justification and list 3-5 program outcomes (max 150 words)</th>
<th>Projected 3rd Year Enrollment &amp; Implementation Date</th>
</tr>
</thead>
</table>
| MS in Marketing                                 | Marketing Department in the Eller College of Management  
This program will be offered on Main Campus. | No.                              | No.                                         | **Description:** The MS in Management currently offers a subspecialization in Marketing. Students in the program continue to express an interest in a more marketing-focused curriculum. The proposed MS in Marketing program will offer such students a comprehensive foundation in the principles and practices of marketing and its role in developing and implementing successful business and marketing strategies. The curriculum will provide students with the analytical tools to develop and hone their critical marketing skills in formulating and identifying business and marketing problems and opportunities, understanding customers and incorporating customer insights to make informed marketing decisions, and designing effective marketing plans to improve business performance.  
**Market need:** The College has been offering their MS in Management with a subspecialization in Marketing for a number of years. In 2014-2015, the faculty reconfigured the Marketing subspecialization curriculum. Since then, student enrollment in the subspecialization has continued to grow. With an increasing need and demand for specialization for a core business function (Marketing), many comparable business schools that offer MBA | 15 students by year 3.  
Anticipated implementation date of fall 2018. |
programs have also started to offer Master of Science in Marketing (MSM) program. To compete with these programs and make the value proposition of our own program more direct and clearer, the UA seeks a stand-alone program that will offer a Master of Science in Marketing.

**Learning/Program Outcomes and Assessment Plan:**

- Use appropriate statistical methods to analyze data to inform decision-making.

  Assessed in MKTG 542, 546, 552, 572 through Predictive analysis assignments; Data mining & visualization Project; case study analyses; and marketing research studies.

- Apply behavioral, economic, and analytical tools to evaluate business and marketing situations and actions.

  Assessed in MKTG 510, 530, 546, 556, and 559 through case study analyses; team research projects; and Data use exercises.

- Apply critical conceptual and analytical skills in designing, implementing and evaluating competitive marketing strategies.

  Assessed in MKTG 510, 546, 556, and 560 through case study analyses, team marketing plans, and team simulations.

The quality of the overall program will be assessed via:

- summary analyses of the course outcomes assessments;
- placement and employment data;
- student exit surveys, including student self-assessment of learning outcomes attainment;
- periodical graduate/alumni surveys regarding the value and utility of knowledge and skills acquired while in the program. The department will use the longitudinal survey findings to modify course inputs and design new courses that better serve the dynamic marketplace;
- responses from employers.

The department will evaluate strengths and weaknesses of the program, and the faculty will use that information to modify and manage necessary changes to the curriculum and program. The faculty will continue to refine the collection information and the further development of rubrics to evaluate student work and program success.
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EXECUTIVE SUMMARY

Item Name: Update on Business Process for Submitting New Program Requests

☑ Action Item
☐ Committee Recommendation to Full Board
☐ First Read of Proposed Policy Change
☒ Information or Discussion Item

Issue: The board office would like to provide an update on the progress and plan regarding a new business process and templates that will better highlight program outcomes, measures, and assessment methodologies for new program requests that are submitted to the board for approval.

Enterprise Strategic Plan

☒ Empower Student Success and Learning
☐ Advance Educational Attainment within Arizona
☒ Create New Knowledge
☐ Impact Arizona
☐ Compliance
☐ Real property purchase/sale/lease
☐ Other:

Statutory/Policy Requirements

ABOR Policy 2-223 – Academic Strategic Plans

Background/History of Previous Board Action

As universities submit new program requests, they have included criteria that help regents make decisions about whether to approve or deny the requests. It also helps them understand the purpose/justification and content of the program, whether or not there will be additional fees, and projected enrollment numbers. Discussions this past year have led to the expectation that more information is needed to make informed decisions about new program requests.

Discussion

- This is an update on the development of a new business process and template to highlight the additional information that regents want included in new program requests (a.k.a. Strategic Plan Addendums).

Contact Information:
Shelley McGrath 602-229-2529 shelley.mcgrath@azregents.edu
• The business process identifies the additional information that universities need to provide, how to provide the information, and templates that universities will use to provide a visual aid highlighting the new information.
• This new information includes: program outcomes (both internal and external), measures of those outcomes, the assessment methodologies of the new program(s), and identified market need (and in some cases market analysis).

Requested Action

This summary is provided for informational and discussion purposes only; no action is required for this item.
EXECUTIVE SUMMARY

**Item Name:** Proposed Faculty Breakfast Theme for FY 2017-2018

- Action Item
- Committee Recommendation to Full Board
- First Read of Proposed Policy Change
- Information or Discussion Item

**Issue:** The board office and AFC members request time to present ideas and themes for FY 2017-2018 Faculty Breakfasts with the regents, and seek regent feedback before moving forward with planning.

**Enterprise Strategic Plan**

- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other:

**Background/History of Previous Board Action**

The faculty breakfasts with regents at board meetings provide the rare opportunity for faculty and regents to engage with one another and better understand faculty experiences with undergraduate students, while faculty gain a better understanding of the regents’ interests, questions, and priorities as they relate to instruction and faculty-student interactions.

**Discussion**

- The incoming AFC Chair this year is Dr. Lynn Nadel, a Regent’s Professor and Professor of Psychology and Cognitive Science at the University of Arizona.
- The proposed theme that was discussed among AFC members is: “Career Achievements of University Alumni: The Role of Faculty Mentoring”
  - Breakfast format ideas: Invite 2 – 3 university alumni and their faculty mentors to discuss their undergraduate and faculty mentoring experiences, and how those experiences connect to their current careers.

**Contact Information:**
Shelley McGrath 602-229-2529 shelley.mcgrath@azregents.edu
Requested Action

This summary is provided for informational and discussion purposes only; no action is required for this item.
Executive Summary

Item Name: General Education Quality Series Schedule and Topics

- Action Item
- Committee Recommendation to Full Board
- First Read of Proposed Policy Change
- Information or Discussion Item

Issue: The board office would like to present the timeline and discussion topics of the General Education Quality Review Series Discussions for FY 2017-2018, and seeks feedback before moving forward.

Enterprise Strategic Plan

- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other:

Background/History of Previous Board Action

In response to the quality project directive initiated by the Arizona Board of Regents, the board office and university leaders have prepared a review series for FY 2017-2018 specifically focused on the quality of the general education at the 3 universities. The directive is as follows:

Pursuit of Quality and Excellence
The EEC will design a Quality Framework for the public university enterprise and identify the key quality markers called for in the Enterprise Strategic Plan. The plan will consider:

1) Key Elements of Quality – How do we define quality in academics and other key aspects of our university enterprise? What quantitative and qualitative measures should we use to demonstrate quality?

2) Key Processes Used to Assure Quality – What are the major processes we use to assure quality in academics and other key operations of our university enterprise? How do we ensure consistent quality no matter which path of study a student chooses? What changes in policy or practice can be made to better assure quality?

Contact Information:
Shelley McGrath 602-229-2529 shelley.mcgrath@azregents.edu
3) Key External Measures of Quality – What outside sources and measurements do we look to that reflect quality in academics, research, scholarship and other key aspects of universities?

The project includes the following:

The EEC will develop a review series for the Academic Affairs and Student Affairs committee that analyzes the essential elements of the General Education curriculum and how the General Education curriculum contributes to the essential knowledge and skills of undergraduates. The EEC will present changes in the delivery of General Education over time, the role of community colleges in the delivery of general education, and how quality is assured.

Discussion

• The workgroup has been designing a workbook for university leaders and regents to reference during discussions about general education quality that will take place at each of the Academic and Student Affairs committee meetings during FY 2017-2018.
• A draft of the workbook will be completed in August.
  o Segments of the workbook will be included in board materials at each of next year’s committee meetings.
• Attached is a schedule and list of topics that Shelley McGrath and the provosts plan to present and discuss.
  o Questions and feedback will be welcomed

Requested Action

This summary is provided for informational and discussion purposes only; no action is required for this item.
ASAC 2017-2018
GENERAL EDUCATION QUALITY REVIEW SERIES

PROPOSED TIMELINE

- Proposed Schedule
- Proposed Topics

JUNE

- Quality Markers
  - Student self-assessments
  - Employer Satisfaction Surveys
  - Employment Rates
- Assessment
  - Pre- and post- tests
  - Embedded Assessments
  - Capstone Courses
- Examples

NOV.

- History
- General education defined
- Liberal arts curriculum
  - Purpose
  - Goals
- Background data
  - No. of courses offered
  - Enrollment

SEPT.

- Transfer Articulation
  - AZTransfer
  - AGEC

FEB.

- Innovation
  - Articulation of Alternative Credit
  - Course Delivery
  - Capacity
  - Design

APR.

- Wrap-Up
- Next: APR/Majors

JUNE

- Background data
- No. of courses offered
- Enrollment

- History
- General education defined
- Liberal arts curriculum
  - Purpose
  - Goals
- Background data
  - No. of courses offered
  - Enrollment

- Transfer Articulation
  - AZTransfer
  - AGEC

- Innovation
  - Articulation of Alternative Credit
  - Course Delivery
  - Capacity
  - Design

- Wrap-Up
- Next: APR/Majors
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Item Name: AY 2021 - 2022 University Academic Calendars (ASU, NAU UA)

- Action Item
- Committee Recommendation to Full Board
- First Read of Proposed Policy Change
- Information or Discussion Item

Issue: The board office and the universities ask the committee to review and recommend for board for approval the AY 2021-2022 Academic Calendars for Arizona State University, Northern Arizona University and the University of Arizona.

Enterprise Strategic Plan

- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other:

Statutory/Policy Requirements

ABOR Policy 2-320 - Academic Year Calendar; and ABOR Policy 2-224.A - Definition of a Unit of Credit.

Background

- According to ABOR Policy 2-320, Academic Year Calendar, the Academic and Student Affairs Committee shall adopt academic year calendars setting the first day of instruction and the last day of final examinations for each university in the Arizona University System for the fall and spring semesters.

- The last day of the fall semester must be no later than December 22.

- All variations from the approved dates must be authorized by the committee at least one year in advance.

Contact Information:
Mark Searle, Provost, ASU (480)965-9585 mark.searle@asu.edu
Dan Kain, Provost, NAU (928)523-7122 dan.kain@nau.edu
Andrew Comrie, Provost, UA (520)626-8121 comrie@email.arizona.edu
Shelley McGrath, ABOR (602)229-2529 shelley.mcgrath@azregents.edu
EXECUTIVE SUMMARY

- Within the approved dates, each university may arrange its class and holiday schedule depending upon the needs of its students, local customs, and the requirements of ABOR Policy 2-224.A, Definition of a Unit of Credit.

Discussion
The committee is asked to review and recommend for approval the following request:

**Academic Calendar for 2021-2022**

- The proposed 2021-2022 academic year calendar for each university is highlighted in **bold red**. Approval of this request will maintain a rolling 5-year calendar which supports long range planning. The 2017-2021 academic years were previously approved.

Recommendation
The board office and the universities ask the committee to review and recommend for board approval the AY 2021-2022 Academic Calendars for Arizona State University, Northern Arizona University and the University of Arizona.
### 5-Year University Academic Calendar

|-----------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------|
| **ARIZONA STATE UNIVERSITY** | Fall 08/17/17 – 12/09/17  
Spring 01/08/18 – 05/05/18  
Commencement  
Fall December 11, 2017  
*Spring May 7, 2018 | Fall 08/16/18 – 12/08/18  
Spring 01/07/19 – 05/04/19  
Commencement  
Fall December 10, 2018  
*Spring May 6, 2019 | Fall 08/22/19 – 12/14/19  
Spring 01/13/20 – 05/09/20  
Commencement  
Fall December 16, 2019  
*Spring May 11, 2020 | Fall 08/20/20 – 12/12/20  
Spring 01/11/21 – 05/08/21  
Commencement  
Fall December 14, 2020  
*Spring May 10, 2021 | Fall 8/19/21 – 12/11/21  
Spring 1/10/22 – 5/7/22  
Commencement  
Fall December 13, 2021  
Spring May 9, 2022  
*Subject to change based on venue availability.  
Semester begins on the first day of classes and ends on last day of semester examinations. |
| **NORTHERN ARIZONA UNIVERSITY** | Fall 8/28/17 – 12/14/17  
*Spring 1/16/18 – 5/10/18  
Commencement  
Fall December 15, 2017  
Spring May 11, 2018 and May 12, 2018 | Fall 08/27/18 – 12/13/18  
Spring 01/14/19 – 05/09/19  
Commencement  
Fall December 14, 2018  
Spring May 10, 2019 and May 11, 2019 | Fall 08/26/19 – 12/12/19  
Spring 01/13/20 – 05/07/20  
Commencement  
Fall December 13, 2019  
Spring May 8, 2020 and May 9, 2020 | Fall 08/24/20 – 12/10/20  
Spring 01/11/21 – 05/06/21  
Commencement  
Fall December 11, 2020  
Spring May 7, 2021 and May 8, 2021 | Fall 08/30/21 – 12/17/21  
*Spring 01/18/22 – 5/13/22  
Commencement  
Fall December 18, 2021  
Spring May 13, 2022 and May 14, 2022 |
| **UNIVERSITY OF ARIZONA** | Fall 08/21/17 – 12/14/17  
Spring 01/10/18 – 05/10/18  
Commencement  
Spring May 11, 2018 | Fall 08/20/18 – 12/13/18  
Spring 01/09/19 – 05/1/19  
Commencement  
Spring May 10, 2019 | Fall 08/26/19 – 12/19/19  
Spring 01/15/20 – 05/14/20  
Commencement  
Spring May 15, 2020 | Fall 08/24/20-12/17/20  
Spring 01/13/21-05/13/21  
Commencement  
Spring May 14, 2021 | Fall 08/23/21 – 12/16/21  
Spring 01/12/22 – 05/12/22  
Commencement  
Spring May 13, 2022 | Semester begins on first day of classes and ends on last day of semester examinations. |
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Academic and Student Affairs Committee Meeting
June 7, 2017
Amended Item #9
Page 1 of 3

EXECUTIVE SUMMARY

Item Name: Proposed Revision to ABOR Policy 2-320 “Academic Year Calendar”
(First Reading)

☐ Action Item
☐ Committee Recommendation to Full Board
☒ First Read of Proposed Policy Change
☐ Information or Discussion Item

Issue: The board office asks the committee to review and forward to the full board
for first reading the proposed revisions to ABOR Policy 2-320 “Academic
Year Calendar” to remove the requirement that academic calendar
submissions and revisions must obtain board approval.

Enterprise Strategic Plan

☐ Empower Student Success and Learning
☐ Advance Educational Attainment within Arizona
☐ Create New Knowledge
☐ Impact Arizona
☐ Compliance
☐ Real property purchase/sale/lease
☒ Other: Increase administrative efficiencies

Statutory/Policy Requirements

ABOR Policy 2-320 – Academic Year Calendar

Background/History of Previous Board Action

The board office proposes revising the policy, such that universities will no longer submit
academic calendars or revisions to academic calendar for board approval but will submit
them to the board President instead. This change will improve efficiency while maintaining
accountability and records.

Contact Information:
Shelley McGrath 602-229-2529 shelley.mcgrath@azregents.edu
Discussion

- The current policy requires that “all variations from the approved dates must be authorized by the board at least 1 year in advance”, but the board office would like to remove the requirement of board authorization and replace that with a board notification procedure.
- That procedure would require universities to notify the Vice President of Academic and Student Affairs at ABOR, so that the changes are updated in the system.

Requested Action

The board office asks the committee to review for first reading the proposed revisions to ABOR Policy 2-320 “Academic Year Calendar” to remove the requirement that academic calendar submissions and revisions must obtain board approval.
The Arizona Board of Regents Office shall adopt academic year calendars setting the first day of instruction and the last day of final examinations for each university in the Arizona University System for the Fall and Spring semesters. The last day of the Fall semester must be no later than December 22. All variations from the approved dates must be authorized by the board at least 1 year in advance. ALL ACADEMIC CALENDAR SUBMISSIONS MUST BE SENT IN WRITING TO THE ARIZONA BOARD OF REGENTS BOARD PRESIDENT NO LESS THAN 5 YEARS IN ADVANCE, AND ALL REVISIONS TO THE CURRENT ACADEMIC CALENDAR MUST BE SUBMITTED TO THE BOARD PRESIDENT AT LEAST 1 YEAR IN ADVANCE. Within the approved dates, each university may arrange its class and holiday schedule depending upon the needs of its students, local customs, and policy and accreditation requirements. This policy only applies to traditional, in-person undergraduate courses and programs and board approval is not required for online, accelerated, distributed, graduate, professional, or study abroad courses/programs.
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EXECUTIVE SUMMARY

Item Name: Proposed Revisions to ABOR Policy 4-203, “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” (First Reading and Immediate Implementation)

- Action Item
- Committee Recommendation to Full Board
- First Read of Proposed Policy Change
- Information or Discussion Item

Issue: The board office asks the committee to review and recommend for board approval the proposed revisions to ABOR Policy 4-203, “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes,” and approve the revisions for immediate implementation pursuant to ABOR policy 1-202(J). The revisions to ABOR Policy 4-203(C)(7) will make the policy consistent with recent legislative amendments to A.R.S. § 15-1802 related to the in-state student classification for veterans.

Enterprise or University Strategic Plan

- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other:

Statutory/Policy Requirements

- A.R.S. §15-1802: In-State Student Status
- ABOR Policy 4-203: Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes

Background/History of Previous Board Action

- ABOR Policy 4-203 sets forth the requirements to be considered in determining an individual’s residency classification at Arizona’s public universities for tuition purposes.

Contact Information:
Shelley McGrath 602-229-2529 Shelley.McGrath@azregents.edu
Jennifer Pollock 602-229-2546 Jennifer.Pollock@azregents.edu
Kody Kelleher 602-229-2509 Kody.Kelleher@azregents.edu
In 2015, the State Legislature amended A.R.S. § 15-1802 to treat certain veterans and their spouses and children as in-state students for tuition purposes in order comply with federal law. The federal law (Section 702 of the Veterans Access, Choice and Accountability Act) required the U.S. Department of Veterans Affairs to disapprove certain GI bill payments for educational programs if a public institution of higher learning charged covered individuals an amount that exceeded resident tuition and fee rates. A covered individual under the federal law included the following:

- A veteran enrolled at a public university within three years of discharge after serving 90 days or more on active duty;
- A spouse or child using transferred benefits enrolled at a public university within three years of the transferor’s discharge after serving 90 days or more on active duty;
- A surviving spouse or child enrolled at a public university within three years of an active duty service member’s death in the line of duty after serving 90 days or more; or
- An individual who remains continuously enrolled at a public university after meeting the initial requirements.

In June 2015, the board amended ABOR Policy 4-203(C)(7) to comply with the 2015 revisions to state law and adopted an immediate implementation date pursuant to ABOR policy 1-202(J). The board made the revisions permanent in September 2015.

Congress amended the federal law in 2016 to expand the categories of covered individuals and make other modifications. During its most recent legislative session, the State Legislature passed House Bill 2415 (Laws 2017, Chapter 157) amending A.R.S. §15-1802 to comply with the recent changes in federal law.

HB 2415 contained an emergency clause requiring the measure to become effective immediately upon signature of the Governor. The Governor signed HB 2415 on April 17, 2017.

Discussion

- Because the legislation upon which this policy revision is based is already in effect, the board office is requesting that this policy revision be implemented immediately pursuant to ABOR policy 1-202(J).
Requested Action
The board office asks the committee to review and recommend for board approval the proposed revisions to ABOR Policy 4-203, "Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes," and further recommend the immediate implementation of the revisions pursuant to ABOR policy 1-202(J). The revisions to ABOR Policy 4-203(C)(7) will make the policy consistent with recent legislative amendments to A.R.S. § 15-1802 related to the in-state student classification for veterans.
4-203 Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes

C. Subject to ABOR Policy 4-102, residency can also be established by qualifying under one of the following categories.

7. The individual meets one of the following THE REQUIREMENTS IN ABOR POLICY 4-203(C)(7)(a) or ABOR POLICY 4-203(C)(7)(b) AND (c) AS FOLLOWS:

a. The individual holds an honorable discharge from the uniformed services of the United States from either active duty or reserve or National Guard status, or has retired from active duty or reserve or National Guard status. Such individual shall be granted immediate classification as an in-state student and, while continuously enrolled, does not lose in-state student classification if the individual has demonstrated objective evidence of intent to be a resident of Arizona that, for the purposes of this subsection, includes at least one of the following:

   i. Registration to vote in Arizona.
   ii. An Arizona driver license.
   iii. Arizona motor vehicle registration.
   iv. Employment history in Arizona.
   v. Transfer of major banking services to Arizona.
   vi. Change of permanent address on all pertinent records.
   vii. Other materials of whatever kind or source relevant to domicile or residency status.

b. The individual, while using educational assistance under 38 united states code chapter 30 or chapter 33, enrolls in a university under the jurisdiction of the Arizona Board of Regents within three years after the veteran’s discharge from active duty service of ninety or more days or within three years after the service member’s death in the line of duty following a period of active duty service of ninety or more days or remains continuously enrolled beyond the three-year period following the discharge of the veteran or the service member’s death. Such individual shall be granted immediate
classification as an in-state student and does not lose in-state student classification if the individual has demonstrated objective evidence of intent to be a resident of Arizona that, for the purposes of this subsection, includes at least one of the following:

i. Registration to vote in Arizona.
ii. An Arizona driver license.
iii. Arizona motor vehicle registration.
iv. Employment history in Arizona.
v. Transfer of major banking services in Arizona.
vi. Change of permanent address on all pertinent records.
vii. Other materials of whatever kind or source relevant to domicile or residency status.

b. AN INDIVIDUAL WHO MEETS ANY OF THE REQUIREMENTS PRESCRIBED IN ABOR POLICY 4-203(C)(7)(c) SHALL BE GRANTED IMMEDIATE CLASSIFICATION AS AN IN-STATE STUDENT AND DOES NOT LOSE IN-STATE STUDENT CLASSIFICATION IF THE INDIVIDUAL HAS DEMONSTRATED OBJECTIVE EVIDENCE OF INTENT TO BE A RESIDENT OF THIS STATE THAT, FOR THE PURPOSES OF THIS SUBSECTION, INCLUDES AT LEAST ONE OF THE FOLLOWING:

i. REGISTRATION TO VOTE IN ARIZONA.
ii. AN ARIZONA DRIVER LICENSE.
iii. ARIZONA MOTOR VEHICLE REGISTRATION.
iv. EMPLOYMENT HISTORY IN ARIZONA.
v. TRANSFER OF MAJOR BANKING SERVICES TO ARIZONA.
vi. CHANGE OF PERMANENT ADDRESS ON ALL PERTINENT RECORDS.
vii. OTHER MATERIALS OF WHATEVER KIND OR SOURCE RELEVANT TO DOMICILE OR RESIDENCY STATUS.

c. AN INDIVIDUAL WHO MEETS ANY OF THE FOLLOWING REQUIREMENTS IS ENTITLED TO IMMEDIATE CLASSIFICATION AS AN IN-STATE STUDENT IF THAT INDIVIDUAL HAS DEMONSTRATED OBJECTIVE EVIDENCE OF INTENT TO BE A RESIDENT OF THIS
STATE AS PRESCRIBED IN ABOR POLICY 4-203(C)(7)(b):

i. THE INDIVIDUAL IS A VETERAN AS DEFINED IN TITLE 38 OF THE UNITED STATES CODE WHO, WHILE USING EDUCATIONAL ASSISTANCE UNDER 38 UNITED STATES CODE CHAPTER 30 OR 33, ENROLLS IN A UNIVERSITY UNDER THE JURISDICTION OF THE ARIZONA BOARD OF REGENTS WITHIN THREE YEARS AFTER THE VETERAN'S DISCHARGE FROM ACTIVE DUTY SERVICE OF NINETY OR MORE DAYS OR WHO REMAINS CONTINUOUSLY ENROLLED BEYOND THE THREE-YEAR PERIOD FOLLOWING THE DISCHARGE OF THE VETERAN.

ii. THE INDIVIDUAL DOES NOT MEET THE REQUIREMENTS PRESCRIBED IN PARAGRAPH iii OR iv OF THIS SUBSECTION AND, WHILE USING EDUCATIONAL ASSISTANCE UNDER 38 UNITED STATES CODE CHAPTER 30 OR 33, ENROLLS IN A UNIVERSITY UNDER THE JURISDICTION OF THE ARIZONA BOARD OF REGENTS WITHIN THREE YEARS AFTER THE VETERAN'S DISCHARGE FROM ACTIVE DUTY SERVICE OF NINETY OR MORE DAYS OR REMAINS CONTINUOUSLY ENROLLED BEYOND THE THREE-YEAR PERIOD FOLLOWING THE DISCHARGE OF THE VETERAN.

iii. THE INDIVIDUAL, WHILE USING BENEFITS UNDER THE MARINE GUNNERY SERGEANT JOHN DAVID FRY SCHOLARSHIP PRESCRIBED IN 38 UNITED STATES CODE SECTION 3311(b)(9), ENROLLS IN A UNIVERSITY UNDER THE JURISDICTION OF THE ARIZONA BOARD OF REGENTS.

iv. THE INDIVIDUAL, WHILE USING TRANSFERRED POST-911 G.I. BILL BENEFITS PURSUANT TO 38 UNITED STATES CODE SECTION 3319 DURING A TIME IN WHICH THE TRANSFEROR IS A MEMBER OF THE UNIFORMED SERVICES SERVING ON ACTIVE DUTY, ENROLLS IN A UNIVERSITY
UNDER THE JURISDICTION OF THE ARIZONA BOARD OF REGENTS.

v. THE INDIVIDUAL IS OTHERWISE DESCRIBED IN 38 UNITED STATES CODE SECTION 3679(c).