



**Senate Meeting #7**

3:00pm-5:00 pm

**Agenda for Monday, March 26, 2012**

*(Subject to minor changes prior to 03-26-2012 Senate meeting)*

Meeting Locations

DPC: POST 225, Polytechnic: PRLTA 135, Tempe: EDC 117, **West: FAB S101**

**1. Update from Campuses & Sound Check**

- a. Mirna Lattouf-Downtown.
- b. Jeff Thomas-Polytechnic.
- c. Mark Lussier-Tempe.
- d. Barbara Tinsley-West.

**2. Call to Order**

- a. Total attendance calculation by clicker.

**3. Provost's Report** (Betty Capaldi at West)

**4. Presentation on Student Facilities Projects** – Jim Rund

**5. Old Business**

- a. CAPC: Consent Agenda motions & New Course Proposals Found in Appendix A

Senate **Motion 2012-30** Herberger Institute for Design and the Arts-The Design School-for the establishment of a graduate degree-Master of Interior Architecture (MIA) in Interior Architecture

Senate **Motion 2012-31** College of Public Programs-School of Community Resources and Development for the name change of a graduate degree-from MS in Recreation and Tourism Studies-to MS in Community Resources and Development

b. UAC motions (Joe Carter, Chair)

Discussion on Senate Motion 2012-29 will be handled at the end of the meeting.

## 6. New Business

a. CAPC (1<sup>st</sup> read) Send all comments to [arnie.maltz@asu.edu](mailto:arnie.maltz@asu.edu)

Senate **Motion 2012-35** Request from the College of Nursing and Health Innovation – for the name change of a Graduate Certificate under the Doctor of Nursing Practice (DNP) in Advanced Nursing Practice – from Child/Family Psychiatric Mental Health Nurse Practitioner - to - Family Psychiatric and Mental Health Nurse Practitioner

Senate **Motion 2012-36** Request from the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Special Education to – Special Education/ Elementary Education

Senate **Motion 2012-37** Request from the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from - Early Childhood Education - to – Early Childhood/Early Childhood Special Education

Senate **Motion 2012-40** Duplicate, removed from the agenda

Senate **Motion 2012-41** Duplicate, removed from agenda

Senate **Motion 2012-42** Duplicate, removed from the agenda

Senate **Motion 2012-43** Request from the College of Public Programs – School of Community Resources and Development – for the establishment of a graduate certificate in - Social Entrepreneurship and Community Development

Senate **Motion 2012-44** Request from the College of Public Programs – School of Community Resources and Development – for the establishment of a graduate certificate in – Sustainable Tourism

Senate **Motion 2012-45** Proposal to Establish a New Academic Unit: College of Health Solutions

b. Student Faculty Policy Committee (1<sup>st</sup> Read)

Senate **Motion 2012-32** Request to raise GPA for academic probation

Senate **Motion 2012-33** Motion to Have Sun Devil Success Students be Required to Complete Uni 120: Academic Success Seminar

Senate **Motion 2012-34** Motion to Require Students on Probation (GPA below 2.0) to complete UNI 220: Academic Refresher

Senate **Motion 2012-38** Proposal to Extend the Drop Period from One to Two Weeks

Senate **Motion 2012-39** Enhancing University Academic Integrity Policies and Procedures

**7. Committee Reports**

- a. Committee on Committees with Chris Kyselka.
- b. Personnel Committee with Gary Bitter
- c. Library Liaison Committee with Victor Pambuccian
- d. NTT Task Force with Holly Huffman

**8. UAC Report      TBA**

Second Read on Motion 2012-29

Senate **Motion 2012-29** New Academic Assembly Representation Model for the University Academic Council [Background Document Link](#)

**9. Open Forum**

**10. Adjournment**

**Appendix A**  
**New Course Proposals**

**New Courses – March 26, 2012 Senate Agenda**

AMT 205 Flight Operations and Safety IV  
AMT 210 Flight Operations and Safety V  
AMT 250 Flight Operations and Safety VI  
AMT 305 Flight Operations and Safety VII  
AMT 310 Flight Operations and Safety VIII  
ARA 396 Professional Practices for Artists  
ART 116 Introduction to Digital Media  
ART 216 Intermedia Practices  
ART 218 3D Tools  
ART 445 Digital Processes for Printmaking  
ART 533 Foundry Casting Methods  
ART 543 Intermedia Performance  
BIO 289 School of Life Sciences Undergraduate Research Apprentice  
BME 213 Biomedical and Bioengineering Ethics  
BME 214 FDA Regulatory Processes and Technical Communications  
BME 301 Numerical Methods in Biomedical Engineering  
BME 302 Biomaterials/Physicochemical Properties  
BME 303 Biological Response to Implanted Biomaterials  
BME 311 Basic Concepts of Signals and Systems in Biomedical Engineering  
BME 312 Transforms for Biomedical Engineering Applications  
BME 313 Preclinical and Clinical Trials in Biomedical Engineering  
BME 321 Probability for Biomedical Engineering  
BME 322 Statistics for Biomedical Engineering  
BME 341 Engineering Design Method  
BME 342 3D Spatial Modeling  
BME 351 Circuits for Biomedical Engineering Instrumentation  
BME 352 Filtering of Deterministic and Stochastic Signals  
BME 353 Microcomputing & Embedded Systems for Biomedical Engineering  
BME 361 Design of Experiments and Clinical Trials  
BME 401 Biomedical Engineering Product Design & Development: Capstone I  
BME 402 Biomedical Engineering Product Design & Development: Capstone II  
BME 403 Biomedical Engineering Product Design & Development: Capstone III  
BME 404 Biomedical Engineering Product Design & Development: Capstone IV  
BME 405 Biomedical Engineering Product Design & Development: Capstone V  
BME 406 Biomedical Engineering Product Design & Development: Capstone VI  
BME 421 Biomedical Instrumentation I  
BME 422 Biomedical Instrumentation II

BIO 422 Ecosystem Ecology  
CST 518 Software Factory II  
CED 501 Intro to Research and Evaluation in Counseling  
CED 685 School Counseling Internship  
DNP 716 Leadership of Innovation in Healthcare  
EED 577 Field Experience II  
ENG 361 Scriptwriting  
GPH 267 Extreme Weather  
GTD 510 Technology and Development in Sub-Saharan Africa  
GTD 507 Technology and Development in The Middle East  
GTD 508 Technology and Development in Latin America  
IEE 640 Probability & Stochastic Processes  
LAW 316 Introduction to Corporate Tax Law and Policy  
MAE 301 Applied Experimental Statistics  
MAT 207 Algebra and Geometry in the High School  
MAT 208 Discrete Mathematics for Secondary Teachers  
MGT 290 My Life Venture  
MGT 340 Creativity and Innovation  
MKT 520 Services Marketing and Management  
MKT 525 Excel in Services  
MKT 535 Global Marketing Strategy  
MKT 540 Consumer Markets and Brand Strategy  
MKT 545 Entrepreneurial Marketing  
MKT 550 New Product and Service Development  
MKT 555 Business-to-Business Marketing  
MKT 570 Advanced Marketing Strategy  
MTE 210 Mentored Tutoring Internship  
MTE 250 Technology and Mathematical Visualization  
MTE 320 Conceptual Foundations of 7-12 Mathematics Curricula and Assessment  
MTE 430 The Development of Mathematical Thinking  
NEU 556 Human Systems Neuroscience  
REL 107 Religion and Globalization  
TDM 530 Sustainable Tourism Destination Planning and Management I  
TDM 531 Sustainable Tourism Destination Planning and Management II  
TDM 540 Sustainable Food Management in Tourism  
THP 448 AutoCAD for Live Entertainment  
TSS 611 Comparative and Transborder Perspectives on Learning  
TSS 612 The Political Culture of Learning & Change in Transborder Context  
TSS 614 Bilingualism in Diverse Acquisition and Practicing Contexts  
TSS 615 Dialectical Inquiry in Transborder Contexts

**Old Business to Follow**

**ARIZONA STATE UNIVERSITY  
UNIVERSITY SENATE  
SPRING 2011**

**First Reading**

**Senate Motion #2012-30**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** February 20, 2012

**Date of Second Reading:** March 26, 2012

**Title of Motion:** Request from the Herberger Institute for Design and the Arts –  
The Design School – for the establishment of a Graduate Degree –  
Master of Interior Architecture (MIA) in Interior Architecture

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the Herberger Institute for Design and the Arts – The Design School for the establishment of a Graduate Degree – Master of Interior Architecture (MIA) in Interior Architecture

**Rationale:**

The proposed Master of Interior Architecture (MIA) is a studio-based professional degree that prepares graduates to fill leadership positions in interior architecture and design practice, and education. Focusing on the development of ground-breaking design solutions to contemporary and emergent societal issues, such as sustainability and healthcare, this degree draws upon history, theory, and criticism to inform a transdisciplinary, evidence-based approach. Studios will have close ties to the allied disciplines of Architecture, and Landscape Architecture with faculty from those programs actively involved in teaching studios with an interior architecture concentration. This provides a foundation of interdisciplinary learning to assist in the understanding of integrated practice. This degree program aims to further a candidate's comprehension of design as a synergistic process of identifying, analyzing, and creating useful, beautiful, and stimulating interior environments that serve the needs of varied user populations.

**Senate Motion #2012-31**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** February 20, 2012

**Date of Second Reading:** March 26, 2012

**Title of Motion:** Request from the College of Public Programs – School of Community Resources and Development – for the name change of a graduate degree – from M.S. in Recreation and Tourism Studies – to M.S. in Community Resources and Development

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of Public Programs – School of Community Resources and Development – for the name change of a graduate degree – from M.S. in Recreation and Tourism to M.S. in Community Resources and Development

**Rationale:**

Broadening the scope of the M.S. degree to be inclusive of the School's program areas rather than only recreation and tourism will improve our numbers. With a more expansive scope, students in nonprofit management and community studies can appropriately enroll in the program. The Ph.D. in Community Resources and Development has been quite successful with respect to an integrated approach and we would like to apply the success to the M.S. degree. The success has been in the amount of interest in the degree, but more importantly it exemplifies the transdisciplinary nature of the School. Currently our Ph.D. program does this very well and we want the M.S. to follow this same model with sustainable community development as the foundation rather than specific program areas.

**Senate Motion # 2012-29**

**Motion Introduced by:** University Academic Council, Joseph R. Carter, Chair

**Date of First Reading:** February 20, 2012

**Date of Second Reading:** March 26, 2012

**Title of Motion:** New Academic Assembly Representation Model for the University Academic Council.

**Whereas** a central tenant of faculty governance at Arizona State University should be equal representation at the leadership level for all members of the Academic Assembly; and

**Whereas** the current model for ASU leadership on the University Academic Council (UAC) neither provides for equitable treatment of all members of the academic assembly nor allows for the pursuit of future equitable representation as university organizational changes occur;

**Be it resolved** that the University Academic Council be charged with presenting a leadership governance model as specified within this resolution that provides for equitable representation for all members of the academic assembly and incorporates this new model into the University Senate Constitution.

**Be it further resolved** that all constitutional changes made within the authority of this resolution be presented to the ASU Academic Assembly for membership approval as specified by the University Senate Constitution.



**CAPC New Business to Follow**

**ARIZONA STATE UNIVERSITY  
UNIVERSITY SENATE  
SPRING 2012**

**First Reading**

**Senate Motion 2012-35**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request from the College of Nursing and Health Innovation – for the name change of a Graduate Certificate under the Doctor of Nursing Practice (DNP) in Advanced Nursing Practice – from Child/Family Psychiatric Mental Health Nurse Practitioner - to – Family Psychiatric and Mental Health Nurse Practitioner

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of Nursing and Health Innovation – for the name change of a graduate certificate under the Doctor of Nursing Practice (DNP) in Advanced Nursing Practice – from Child/Family Psychiatric Mental Health Nurse Practitioner – to Family Psychiatric and Mental Health Nurse Practitioner

**Rationale:**

National certification of the graduate certificate focus area is Family Psychiatric and Mental Health Nurse Practitioner. We are requesting the name change to mirror national certification. There is no certification for Child/Family Psychiatric Mental Health Nurse Practitioner.

**Senate Motion # 2012-36**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request from the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Special Education to – Special Education/Elementary Education

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Special Education – to – Special Education/Elementary Education

**Rationale:**

This name change more accurately describes the nature of this program in that the courses lead to certification in both special education and elementary education. Students who earn this degree are eligible for achieving state teaching certification in both special education and elementary education.

**Senate Motion 2012-37**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request from the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Early Childhood Education – to – Early Childhood/Early Childhood Special Education

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Early Childhood Education – to – Early Childhood/Early Childhood Special Education

**Rationale:**

The curriculum has been revised to include more courses in special education for children aged birth through eight years old. Students who earn this degree will now be eligible for achieving teaching certification in early childhood special education and early childhood education. Previously, students could only earn certification in early childhood education without an early childhood special education certification.

**Senate Motion 2012-40**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request from the College of Nursing and Health Innovation – for the name change of a Graduate Certificate under the Doctor of Nursing Practice (DNP) in Advanced Nursing Practice – from Child/Family Psychiatric Mental Health Nurse Practitioner - to – Family Psychiatric and Mental Health Nurse Practitioner

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of Nursing and Health Innovation – for the name change of a graduate certificate under the Doctor of Nursing Practice (DNP) in Advanced Nursing Practice – from Child/Family Psychiatric Mental Health Nurse Practitioner – to Family Psychiatric and Mental Health Nurse Practitioner

**Rationale:**

National certification of the graduate certificate focus area is Family Psychiatric and Mental Health Nurse Practitioner. We are requesting the name change to mirror national certification. There is no certification for Child/Family Psychiatric Mental Health Nurse Practitioner.

**Senate Motion 2012-41**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request from the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Special Education to – Special Education/Elementary Education

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Special Education – to – Special Education/Elementary Education

**Rationale:**

This name change more accurately describes the nature of this program in that the courses lead to certification in both special education and elementary education. Students who earn this degree are eligible for achieving state teaching certification in both special education and elementary education.

**Senate Motion 2012-42**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request from the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Early Childhood Education – to – Early Childhood/Early Childhood Special Education

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the Mary Lou Fulton Teachers College – Division of Teacher Preparation – for the name change of an undergraduate degree (BAE) – from – Early Childhood Education – to – Early Childhood/Early Childhood Special Education

**Rationale:**

The curriculum has been revised to include more courses in special education for children aged birth through eight years old. Students who earn this degree will now be eligible for achieving teaching certification in early childhood special education and early childhood education. Previously, students could only earn certification in early childhood education without an early childhood special education certification.

**Senate Motion 2012-43**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request from the College of Public Programs – School of Community Resources and Development – for the establishment of a graduate certificate in – Social Entrepreneurship and Community Development

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval of a proposal submitted by the College of Public Programs – School of Community Resources and Development – for the establishment of a graduate certificate in – Social Entrepreneurship and Community Development

**Rationale:**

This program provides the framework to learn about harnessing social entrepreneurial and enterprise opportunities for creating transformative responses to challenges prevalent in societies and communities. To be offered as an online graduate certificate program, it is aimed at the nation-wide professional market as well as ASU graduate students who wish to enhance their qualifications with a unique online graduate certificate. With nonprofit, social sector, groundings, it will appeal to both policy- and entrepreneurship-oriented students, across disciplines, as course materials will cover a range of organizational activities and structures, including public, private, and nonprofit sector responses. Social entrepreneurship has entered the public lexicon and has rapidly emerged as a distinct field of study and application; coupled with innovative community development, this certificate program provides a unique opportunity to build on our cumulative strengths to serve as market leaders.

**Senate Motion 2012-44**

**Motion Introduced by:** Curriculum and Academic Programs Committee  
Arnold Maltz, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request from the College of Public Programs – School of  
Community Resources and Development – for the establishment  
of a graduate certificate in – Sustainable Tourism

**Action Requested:**

The Curriculum and Academic Programs Committee recommends University Senate approval  
of a proposal submitted by the College of Public Programs – School of Community Resources  
and Development – for the establishment of a graduate certificate in – Sustainable Tourism

**Rationale:**

The School of Community Resources and Development proposes to offer a Graduate Certificate in Sustainable Tourism in addition to the Master of Advanced Study (MAS) in Sustainable Tourism through SCRD. The certificate is intended for professionals who work in or desire to work in the tourism industry. The program provides an opportunity for students to obtain a graduate level certificate from an academic institution for academic credit that addresses the unique character of sustainability and sustainable practices in tourism development and management. Students interested in sustainable tourism management explore the practice of management and development of sustainable tourism businesses and destinations. Students who complete the certificate will have knowledge in topics such as the integration of economic, social and environmental aspects of sustainability as it relates to tourism; conducting sustainability audits for destinations and businesses; community impacts of tourism; and sustainable destination and business planning and management.



ARIZONA STATE UNIVERSITY  
UNIVERSITY SENATE  
SPRING 2012

First Reading

**Senate Motion # 2012-32**

**Motion Introduced by:** Student-Faculty Policy Committee  
Cristi Coursen, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request to raise GPA for academic probation  
Action Requested:

The Student-Faculty Policy Committee recommends that ASU's academic probation grade point average be raised to 2.0 for all students.

Rationale:

Although some colleges already have higher GPA standards for probation, University policy currently specifies that the probation GPA is 1.60 for students with fewer than 25 credit hours (freshmen), 1.75 for students with 25 to 55 credit hours (sophomores), and 2.0 for students with more than 55 credit hours (juniors and seniors). There are at least four reasons to raise the probation GPA for all students: (1) Given that ASU requires a GPA of 2.0 for graduation, the probation GPA should be the same; (2) if a student digs a hole to a GPA of 1.6, it is very difficult to climb out of that hole; (3) the proposed change will give students an early wake-up call when it's still relatively easy to find a path to success; (4) many peer institutions (e.g., University of Arizona, University of Minnesota, University of Washington, University of Michigan) use 2.0 as the probation threshold.

Students using the 2012-2013 catalog will be held to this standard immediately, but students using older catalogs will have until fall 2013 to meet the new standard. As is the case now, colleges will have flexibility in how they help students return to good academic standing.

**Senate Motion # 2012-33**

**Motion Introduced by:** Student-Faculty Policy Committee  
Cristi Coursen, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request that Sun Devil Success students be required to complete  
UNI 120: Academic Success Seminar

**Action Requested:**

The Student-Faculty Policy Committee recommends that UNI 120: Academic Success Seminar be required for Sun Devil Success students—that the course be added to students' DARS.

**Rationale:**

Sun Devil Success is a program for entering freshmen whose calculated index scores (combination of high school GPA, high school class rank, and ACT/SAT score) indicate that they will benefit from additional support as they transition from high school to college. The Sun Devil Success program (formerly called Summer Bridge and then University Bridge) has a proven record of helping students be successful. For example, University Bridge students who participated in the program in 2011 had a fall 2011 GPA of 2.48 while those who chose not to participate had a fall 2011 GPA of 1.66. Those who participated in the program enrolled in the spring 2012 semester at a rate of 86.9%. The return rate for those who chose not to participate was 75.4%. By requiring Sun Devil Success students to enroll in UNI 120, the university has a lever to require them to participate in other parts of the program—e.g., tutoring, weekly meetings with success teams.

**Senate Motion # 2012-34**

**Motion Introduced by:** Student-Faculty Policy Committee  
Cristi Coursen, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Request to require students on probation (with a GPA below 2.0) to complete UNI 220: Academic Refresher

Action Requested:

The Student-Faculty Policy Committee recommends that students placed on academic probation (with a GPA below 2.0) be required to complete UNI 220: Academic Refresher—that the course be added to students' DARS.

Rationale:

UNI 120: Academic Refresher helps students to take responsibility for their own academic success. Students will take the course the first semester after being placed on probation (with a GPA below 2.0), and they will take it only once. For colleges with higher GPA thresholds for probation, the course will be an optional tool for helping students return to good academic standing.

**Senate Motion # 2012-38**

**Motion Introduced by:** Student-Faculty Policy Committee  
Cristi Coursen, Chair

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Proposal to Extend the Drop Period from One Week to Two Weeks

**Action Requested**

Extend the drop period from one week to two weeks for the 15 week session C courses.

**Rationale:**

The current drop deadline for session C courses is seven days after the first day of classes. Typically, this only allows for one or two class periods for a student to attend and make a decision to remain in the course. Serious students who have not had sufficient time to assess the course, must drop after the deadline and receive a “W” on their transcript. This has a perceived negative impact on the transcripts and academic history for the students at the university.

By extending the deadline, we allow students to have more flexibility when determining their final course schedules for the semester, and reduce the number of “W”s on their transcripts.

**Senate Motion 2012-39**

**Motion Introduced by:** Student Faculty Policy Committee  
Cristi Coursen, Chair

**Date of First Read:** March 26, 2012

**Date of Second Read:** April 23, 2012

**Title of Motion:** Enhancing University Academic Integrity Policies and Procedures

**Be It Resolved That:**

- The University reaffirms Senate Resolution #10: **Affirming Academic Integrity. Approved March 21<sup>st</sup>, 2005 (Attachment A).**
- The University revises the ASU academic integrity site to make students, faculty, and administrators partners in addressing academic integrity.
- Every student, during orientation and again at the time of registration for classes, must agree to the student code of conduct. This should be a “to do” item in MyASU.
- All course syllabi should have the link to the academic integrity statement found at <https://provost.asu.edu/academicintegrity/students> and the “Code of Student Conduct” as stated in University policy found in the Student Services Manual at <https://provost.asu.edu/aad/manuals/ssm/index.html>.
- All course syllabi should address discipline-specific issues of academic integrity and the benefits and harm that occur if not respected. Students should be reminded frequently throughout the semester, and with each assignment and exam.
- Students should sign an honor code, at the program level, where relevant, practical, and possible.
- Every unit should have its own discipline-specific guidelines regarding academic integrity.
- Each unit should have a designated academic integrity officer as a faculty resource who is familiar with ASU’s academic integrity policy.
- Violations of academic integrity be referred to ASU’s Office of Student Rights and Responsibilities (<http://students.asu.edu/srr/report>), which would help to keep track of multiple violations.

- The topic of academic integrity be introduced during new faculty orientation and reinforced by Deans and Directors at the beginning of each academic year.
- Faculty be encouraged to craft syllabi and course assignments so that students clearly understand how to avoid breaches of academic integrity.

**Rationale:**

Provost Capaldi charged the Senate to make academic integrity a major focus of its work for academic year 2011-2012. The Student-Faculty Policy Committee was charged with this task. Under the direction of the Office of the Provost and the University Senate President, the Student Faculty Policy Committee worked to analyze the current system, identify problems and potential solutions to address this issue at the unit level, and to consider a repository for the information that is easily accessible to faculty. Faculty have the responsibility to educate students on academic integrity and adherence to its principles. Although detection and sanctions are important, it is equally important to focus on prevention.

**Problems:**

- Lack of awareness: Faculty lack the knowledge to identify and appropriately resolve the issue of a breach in academic integrity.
- Inconsistency: Differences across departments and among faculty regarding response and approach to violation of academic integrity contributes to confusion for students/international students.
- Resources: While several resources are available, they are housed in different locations on ASU's website. The current academic integrity website is student focused. Faculty also need to be included.

**Attachment A**

**Senate Resolution #10 (2004-2005) Affirming Academic Integrity**

**Introduced:** December 6, 2004

**Introduced by:** Student Faculty Policy Committee, Steve Happel, Chair

**Approved:** March 21, 2005

**Second Reading** January 24, 2005 (tabled until February 21 Senate meeting). Senate Resolution 10-A and revised Resolution 10-B were passed by the Senate on February 21, 2005.

Resolutions were to be taken up again in March.

Resolutions 10-C, 10-D, 10-E, & 10-F were approved March 21, 2005

## **Affirming Academic Integrity**

**Resolution 10-A.** Whereas all universities face ongoing issues of academic integrity and dishonesty (cheating, plagiarism, deception), whereas new technologies (cell phones, other electronic devices) make testing ever more difficult, whereas ASU strives for the highest standing as a renowned teaching institution, and whereas ASU seeks ethical behavior and individual performance from its students, be it resolved that the institution values a culture of academic integrity, one that is highly respected by students, faculty, university administrators and the community at large.

**Resolution 10-B** In order to enhance a culture of academic integrity, be it resolved: that the brochure on academic integrity is widely distributed and discussed with all incoming freshmen and transfer students, then signed and kept by the students; up-to-moment anti-plagiarism software is readily available for all faculty wishing to use it; a university-wide pool of graduate student proctors is established so that large classes have extensive proctoring for exams; and the degree of assistance for faculty confronting issues of dishonesty by the Office of Student Life and college units be more widely understood and utilized.

**Resolution 10-C** In order to enhance a culture of academic integrity, be it resolved: that a website present the University's stance on academic integrity and dishonesty that is signed by the President of the University, the President of the Academic Senate, and the Undergraduate and Graduate Student Association Presidents; that faculty be strongly encouraged to have this website listed on the first page of the course syllabus and to address cheating and plagiarism from the start of the semester; that a faculty handbook be developed that summarizes the fundamental rules on cheating, institution support, and types of testing methods in reference to the extent of cheating.

**Resolution 10-D** In order to enhance a culture of academic integrity, be it resolved that up-to-the-moment anti-plagiarism software and other such technologies are made readily available for all faculty wanting to employ them and that their usage is announced in class.

**Resolution 10-E** In order to enhance a culture of academic integrity, be it resolved that a pool of proctors is established in each college to monitor large sections on exam days, and that the University formulate procedures and training guidelines.

**Resolution 10-F** In order to enhance a culture of academic integrity, be it resolved that each college designate an individual who serves as the lead authority when cheating problems arise in the college, who receives from faculty any instances of cheating that involve written sanctions, and who twice a year meets with the other designates to derive numbers on the overall extent of cheating and plagiarism cases and to develop steps to be taken to address specific problems.

**Senate Motion 2012-45**

**Motion Introduced by:** Senate President and Chair of UAC – Joseph R. Carter

**Date of First Reading:** March 26, 2012

**Date of Second Reading:** April 23, 2012

**Title of Motion:** Proposal to Establish a new Academic Unit: College of Health Solutions

**Action Requested:**

The Units that currently have a reporting relationship to Health Solutions will continue to have the same reporting relationship, but now to a college. This will not change any of the academic organization. However, the Executive Vice-Provost and Dean of Health Solutions will now attend deans meetings in addition to the Dean of the College of Nursing and Health Innovation. The School of Nutrition and Health Promotion and the School of the Science of Health Care Delivery will continue to report to Health Solutions, which will now be a college

**Rationale:**

- The two schools that currently report to health solutions are not part of a unit led by a dean, and thus are not represented appropriately in the university academic structure.
- The basic goals and objectives of the new reorganized unit(s) are that the new unit will coordinate across the units that contribute to health solutions, a major focus for ASU.
- The current degree programs of the College of Nursing and Health Innovation, and the School of Nutrition and Health Promotion and the new Master's in the Science of Health Care Delivery that is being created will be unchanged by this action.
- The staff that is currently in Health Solutions will remain and be unchanged
- No change in projected faculty and staff.