

August 30, 2019

Academic Standards Committee
(ASC) Minutes

1:35 pm

BAC 206

Meeting called by: Kyle Winfree, Chair

Academic Standards Committee

Type of meeting:

ASC

Facilitators:

Kyle Winfree

Note taker:

John Masserini
on behalf of
Daniella
Watson

Attendees: Diane Elder, Ian Wischmeier, John Masserini, Jose Diaz Aquino, Kyle Winfree, Luke Plonsky, Lynsey McClintock, Margaret Dunfee, Pamela Powell, Stephanie Jerome and Terry Crites.

Participated by phone: Nicole Hampton, Kathy Savage, Rosalicia Cordova, Pete Yanka, and Jaime Smith, Pam Anastasiou

Absent: Jessica Wood, Tarang Jain, Patty Horn, Mohamed Mohamed, Courtney Jacobson, Andrew Dies, and Daniella Watson.

Excused by email: Andrew Dies, Pam Anastasiou, Daniella Watson

Guests:

Call to Order

Agenda Item: 1

Call To Order

Presenter:

Kyle Winfree

Kyle Winfree called the meeting to order at 1:35 p.m.

ASC Business

Agenda Item: 2

Approval of Minutes

Presenter:

Kyle Winfree

Approval of March 29 DRAFT Minutes. Kyle tabled for the September 27 meeting.

Agenda Item: 3

By-Laws

Presenter:

Kyle Winfree

- Kyle asked everyone to look at the by-laws and put forward any small changes that might be necessary.
- Academic Standards Committee can approve small, unsubstantial changes without it going back to the Faculty Senate.
- He indicated that CEIAS is not reflected in the by-laws.
- It will be added to the by-laws.

Agenda Item: 4

Attendance and
Representation

Presenter

Kyle Winfree

- Kyle reminded the committee about the ASC attendance requirements.
- If an ASC member misses a meeting, a substitute needs to be appointed to represent on the member's behalf.

Agenda Item: 5	Multi-term Enrollment	Presenter:	Lynsey McClintock, ASNAU Student
<ul style="list-style-type: none"> • How it works. • Where it came from? • How it affects the students? 			
Agenda Item: 6	Missing Classes		Lynsey McClintock
<ul style="list-style-type: none"> • Where do the classes go? • How are classes being replaced? • Why are classes scheduled without the faculty/staff that teach them? • Discussed the ramifications of planning for courses so far in advance. • Robust planning data and predictive analytics for course scheduling can help with this. • Frequent and meaningful communication between chairs and advisors about course cancelations paired with outreach to students when courses are cancelled is something that can be elevated and prioritized. • John will be mentioning this to ACC at their next meeting on Wednesday, September 11th. 			
Agenda Item: 7	Vice Chair		Kyle Winfree
<p>Kyle called for nominations for Vice Chair. He asked the ASC committee to email him recommendations by September 13, 2019.</p>			
Agenda Item: 8	University Policy Library		John Masserini and Kyle Winfree
<ul style="list-style-type: none"> • John showed the University Policy Library website (nau.edu/university-policy-policy-library) and explained the project. • He asked for help with the policies that need to transition over to the new draft form. • These drafts will then be discussed as a group and when they are ready, they will go to Mark Grisham's office for proper university-wide vetting that involves faculty, affected administrative units, General Counsel, financials, etc. 			
Agenda Item: 9	Announcements		Kyle Winfree
<ul style="list-style-type: none"> • Office of the Registrar is revamping their forms, streamlining signatures, and improving the routing process. • John Masserini gave an update on the Academic Integrity Process. 			
Agenda Item: 10	Good To Order	Presenter:	Kyle Winfree
<p>Nothing for Good to Order.</p>			
Agenda Item: 11	Adjournment	Presenter:	Kyle Winfree
<p>Meeting adjourned 3:00pm</p>			

AFFILIATION AGREEMENTS

POLICY SUMMARY

Affiliation Agreements are used to establish affiliate relationships between Northern Arizona University and other institutions (the “host”) to allow the University’s students to participate in academic credit-bearing educational experiences, such as supervised clinical or other fieldwork experiences or internship programs, at the host affiliate’s location. Affiliation Agreements define the applicable terms and conditions and the respective roles and responsibilities of each party.

REASON FOR THIS POLICY

Appropriate agreements must be in place between the University and its affiliate institutions to properly establish and administer credit-bearing educational experiences available at affiliate institution locations.

ENTITIES AFFECTED BY THIS POLICY

- All colleges and instructional units

WHO SHOULD KNOW THIS POLICY

- Academic officials who administer external, credit-bearing internships, fieldwork, or experiential learning opportunities for University students

DEFINITIONS

Affiliation Agreement: a contract implemented between the University and a third-party affiliate institution for the purpose of placing the University’s students in credit-bearing educational experiences such as internships, fieldwork, or experiential learning opportunities at the host affiliate’s location. The University’s employs its “standard” Affiliation Agreement whenever possible. A “non-standard” Affiliation Agreement may be developed and used when necessary or advantageous to accommodate special circumstances or an affiliate’s requests.

POLICY

A. General

Implementation of a valid Affiliation Agreement is required when the University wishes to authorize its students to participate in credit-bearing educational experiences provided by a third-party affiliate institution (the “host”) at its facility or other field location. Affiliation Agreements must define the relationship’s terms and conditions, including the duration of the agreement, and the parties’ respective roles and responsibilities. As with student affiliate placements in Arizona, student affiliate placements not in Arizona must comply with applicable state authorization requirements.

B. Initiation

Academic unit faculty and staff are responsible for initiating as appropriate either a standard or non-standard Affiliation Agreement when seeking to establish a relationship with a third-party educational affiliate. The University processes Affiliation Agreements using a custom OnBase procedure. Officials wishing to implement Affiliation Agreements should first carefully review the [Affiliation Agreements Guide](#), which contains step-by-step instructions. Prior to initiating a new Affiliation Agreement development and implementation process, officials should determine through this system whether an appropriate Affiliation Agreement is already in place.

C. Review and Approval

Affiliation Agreement initiators are responsible for obtaining approval signatures from the appropriate University and host affiliate officials. Only University officials with the appropriate delegated contract signature authority as specified on the University's [Contract Signature Authority Delegations List](#) may sign and execute Affiliation Agreements. As appropriate, Contracts, Purchasing, and Risk Management and the Office of General Counsel may need to review and advise on non-standard Affiliation Agreements prior to their implementation.

D. Compliance

Academic unit faculty and staff are responsible for ensuring that Affiliation Agreements and their associated student placements fully comply with all applicable laws, regulations, policies, or other requirements. Note that the University's participation in the *State Authorization Reciprocity Agreement* ("SARA") administered by the National Council for State Authorization Reciprocity Agreements authorizes the University to provide postsecondary distance education to students in the other states and territories that also participate in the agreement.

E. Documentation and Record-Keeping

University officials who initiate Affiliation Agreements are responsible for ensuring that all required or appropriate information and a copy of the final signed and executed agreement is properly uploaded to the University's Affiliation Agreement OnBase management system and for providing a signed original of the executed agreement to the appropriate host affiliate contact.

F. Reporting

As required (e.g., by programmatic accreditors, state or national boards, federal or state law, or the National Council for State Authorization Reciprocity Agreements), University officials or academic units who coordinate supervised field experiences on behalf of University students working at host affiliate locations shall assist with all administrative management obligations, such as mandated reporting, that may be necessary or appropriate in order to properly support University student involvement in such placements.

RESPONSIBILITIES

Academic unit faculty and staff: use the University's OnBase process to initiate and administer Affiliation Agreements; obtain the proper Affiliation Agreement approvals; record and ensure compliance with executed Affiliation Agreements when supporting student placements at host affiliate locations.

Contracts, Purchasing and Risk Management: helps University officials draft, and as requested reviews prior to their execution, non-standard Affiliation Agreements.

Office of General Counsel: helps University officials draft, and as requested reviews prior to their execution, non-standard Affiliation Agreements.

PROCEDURES

Refer to the [Affiliation Agreements Guide](#) for step-by-step instructions for initiating or administering the University's Affiliation Agreements.

RELATED INFORMATION

Forms or Tools

[Affiliation Agreements Guide](#) (a step-by-step guide for administering Affiliation Agreements)

Affiliation Agreement Training Videos:

[Chapter 1 – Searching for an Agreement-Reporting Dashboard-Notes \(14:09\)](#)

[Chapter 2 – Standard Agreement Creation Submission \(11:47\)](#)

[Chapter 3 – System Task Changing Keywords in the Form and Regenerating a PDF \(3:42\)](#)

[Chapter 4 – Approvals for Standard Agreement \(6:04\)](#)

[Chapter 5 – System Task Changing a Standard Agreement to a Non-Standard \(2:00\)](#)

[Chapter 6 – Non-Standard Agreement Creation Submission \(5:42\)](#)

[Chapter 7 – Approvals for Non-Standard Agreement \(2:56\)](#)

[Chapter 8 – System Task Renewals \(2:38\)](#)

[How to Install OnBase Clients NAU Knowledgebase Article](#)

Cross-References

[Contract Signature Authority](#)

Sources

[Arizona Board of Regents Policy 2-322](#)

APPENDIX*

[Department of Labor Fact Sheet #71: Internships Under the Fair Labor Standards Act](#)

[National Association of Colleges and Employers Internship Position Statement](#)

[State Authorization Reciprocity Agreements Manual](#)

*Disclaimer: all documents, links, or other materials included in this policy's appendix are provided solely for the user's convenience and are not part of official University policy.

Home	Policy	Responsible Executive	Responsible Office	Responsible Drafter(s)	Status	Notes
Academic Affairs Policy Manual	Administering Final Exams	Diane Stearns	VPAA	John Masserini	In progress	
Academic Affairs Policy Manual	Administratively Dropping a Student from a Course	Diane Stearns	VPAA	Margaret Dunfree & Luke Plonsky	Assigned	
Academic Affairs Policy Manual	Affiliation Agreements	Diane Stearns	VPAA			
Academic Affairs Policy Manual	Classroom Scheduling	Diane Stearns	VPAA	Diana Elder & Nicole Hampton	Assigned	This should be coordinated with Course Scheduling
Academic Affairs Policy Manual	Course Scheduling	Diane Stearns	VPAA	Pam Powell & Kathy Savage	Assigned	This should be coordinated with Classroom Scheduling
Academic Affairs Policy Manual	Degree Program Fees	Diane Stearns	VPAA	Terry Crites & Jessica Woods	Assigned	
Academic Affairs Policy Manual	Disruptive Behavior in an Instructional Setting	Diane Stearns	VPAA			
Academic Affairs Policy Manual	Excess Credit Hours	Diane Stearns	VPAA	Ian Wischmeier & Stephenie Jerome	Assigned	
Academic Affairs Policy Manual	Grade Submission	Diane Stearns	VPAA	Mohamed Mohamed & Rosalica Cordova	Assigned	
Academic Affairs Policy Manual	Inspection and Review of Student Records	Diane Stearns	VPAA	Ian Wischmeier & Jose Aquino	Assigned	
Academic Affairs Policy Manual	Standard Class Meeting Times	Diane Stearns	VPAA			
Academic Affairs Policy Manual	Student Institutional Excuses	Diane Stearns	VPAA	Lynsey McClintock, Andrew Dies, & Pete Yanka	Assigned	I put Pete on here since the Military Excuse has been incorporated into this policy.

Blue = approved and published

Purple = incomplete

Academic Catalog	Course Repeat Policy, Undergraduate	Diane Stearns	VPAA	John Masserini & Kyle Winfree	Assigned	This is based on a request from a student for an exception to policy, but we should also look to revise, as the policy is 6 years old.
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DISRUPTIVE BEHAVIOR IN AN INSTRUCTIONAL SETTING

POLICY SUMMARY

Membership in Northern Arizona University's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not breach the peace, interfere with normal class activities, or violate the rights of others. Instructors have the authority and responsibility to address Disruptive Behavior that interferes with student learning. Students who exhibit Disruptive Behavior in any Instructional Setting are subject to involuntary withdrawal from the course with a grade of "W".

REASON FOR THIS POLICY

Northern Arizona University instructors have the responsibility to teach, and its students have the right to learn. Fulfillment of these obligations and rights requires Instructional Settings that are free of Disruptive Behavior.

ENTITIES AFFECTED BY THIS POLICY

- All colleges and instructional units
- Counseling Services
- Disability Resources

WHO SHOULD KNOW THIS POLICY

- All students and faculty members
- All administrative academic officials

DEFINITIONS

Disruptive Behavior: disorderly conduct taking place in an Instructional Setting that materially and substantially diminishes, impedes, or obstructs an instructor's ability to teach or a student's right to learn. Disruptive Behavior includes conduct that distracts, disturbs, intimidates or threatens others in a manner that unduly interferes with the educational process. Disruptive Behavior is misconduct subject to disciplinary sanction.

Instructional Setting: any location or space where the organized educational process for a specific course is occurring, including without limitation physical classrooms, online classrooms, laboratories, clinical settings, or in the field. For purposes of this policy, Instructional Settings do not include other spaces or forms of one-on-one communication where organized teaching for the course is not occurring, including without limitation instructor offices, faculty office hours, or correspondence such as electronic mail, letters, notes, voicemail, et cetera.

POLICY

A. Instructor Rights and Responsibilities

Instructors have the right and the obligation to confront and resolve Disruptive Behavior as a means of maintaining an instructional environment conducive to teaching and learning. Instructors are responsible for

establishing, communicating, and enforcing reasonable expectations for appropriate behavior within their Instructional Settings. In furtherance of the University's policy on syllabi, these requirements are often communicated to students at the outset of courses and reinforced with class discussion or other appropriate means. Course rules that instructors sometimes establish can include, but are not limited to:

- The timing and manner for student questions and expression of points of view;
- Proper or required dress and safety practices such as the use of protective clothing or gear;
- Talking during lectures, speaking out of turn, sleeping, eating, other activities unrelated to coursework;
- Use of portable devices such as laptops, tablets, cellular telephones, or video games that are not otherwise authorized as part of an accommodation for a student with a disability; and
- Arriving late or leaving early without the instructor's authorization.

When Disruptive Behavior occurs, instructors may direct a student to cease the offending behavior, to leave the Instructional Setting, may adjourn the class or activity, or when necessary and appropriate, may summon the University police. Instructors will complete a separate [Disruptive Behavior Incident Report](#) to document each incident of Disruptive Behavior and to report its occurrence to their department chair (or administrative equivalent). The instructor will provide a copy of each incident report to the student involved.

B. Student Rights and Responsibilities

Students enjoy the right to participate in all course discussions and freedom of inquiry and expression (see Paragraph D below). At the same time, all students are responsible for behaving in a manner that allows for the regular and normal functioning of the teaching and learning process in all Instructional Settings. Students may not disrupt the delivery of education by instructors or the receipt of education by fellow students, nor may a student interfere with an instructor's responsibility to maintain order and to complete course requirements.

C. Prohibited Behavior

Disruptive Behavior is prohibited in all Instructional Settings such as classrooms, laboratories or clinical environments, during course-related fieldwork, or online. Examples of conduct in an Instructional Setting that can rise to the level of materially obstructing or impeding classwork, causing substantial disorder, or invading the rights of others and that can, therefore, constitute Disruptive Behavior include but are not limited to:

- Repeatedly arriving to class late or leaving early without authorization;
- Making loud or distracting noises either carelessly or with the intent to disrupt;
- Sleeping, eating, or engaging in distracting activities not related to or that interfere with coursework;
- Persistently speaking without being recognized or interrupting or talking over others;
- Malicious or harassing speech or actions directed at the instructor or other class participants, such as personal insults, name-calling, swearing, or other abusive or ridiculing comments;
- Using devices without permission in a manner that disrupts the educational environment;
- Making threats or otherwise seeking to verbally or physically intimidate or panic others;
- Creating a physical safety risk to oneself or others either by overt acts or acts of omission;
- Violating an applicable program rule or policy, particularly after receiving a warning to comply; or
- Refusing to comply with an instructor's rules or request for appropriate behavior.

D. Right to Contribute and Freedoms of Inquiry and Expression

Northern Arizona University students enjoy the right to vigorously participate in legitimate educational discussion and debate. This is a core aspect of the educational process. Further, the University strongly supports the principles of freedom of inquiry and expression as vital to the academic enterprise. Nothing in this policy is intended to or may be used to restrict, stifle, or curtail a student's right or ability to appropriately contribute to and benefit from robust educational discussions that are consistent with planned coursework, as determined by the instructor. Disruptive Behavior does not include the expression of disagreement with a course instructor or other students during times when the instructor permits class discussion. This policy is not intended to curtail the First Amendment rights of University community members, and the University will enforce this policy in a manner consistent with constitutional protections related to freedom of speech.

E. Mediation

An instructor and a student may identify a mutually acceptable mediator and agree to participate in a facilitated Disruptive Behavior resolution process with the goal of implementing a written agreement in which the student accepts and agrees to comply with appropriate behavioral standards or to voluntarily withdraw from the course. Participation is voluntary, and the instructor or the student may cease their participation in the mediation process at any time. If, in the opinion of the instructor, a student violates a behavioral agreement following its implementation, the instructor may move to involuntarily withdraw the student from the course.

F. Students with Disabilities

The rights and responsibilities for students with disabilities within the Instructional Setting are the same as for all students. Students with disabilities who may need a reasonable accommodation to comply with course-specific rules or this policy are encouraged to contact [Disability Resources](#) at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu.

G. Involuntary Withdrawal

An instructor may involuntarily withdraw a student from a course with a grade of “W” when the student’s Disruptive Behavior materially and substantially impedes the educational process and the student refuses reasonable requests as documented by the instructor to cease the offending behavior. When deciding to involuntarily withdraw a student, mitigating or aggravating factors may be considered. Involuntary withdrawals must be approved in advance by the instructor’s department chair (or administrative equivalent). Involuntarily withdrawing a student from a course is a significant act. When seeking to apply this policy, instructors and department chairs should first seek procedural guidance from the Vice Provost for Academic Affairs.

H. Student Appeal

A student may appeal an involuntary withdrawal by filing an [Involuntary Withdrawal Notice of Appeal](#) with the Provost and Vice President for Academic Affairs (or designee) within two (2) business days of receiving an involuntary withdrawal decision notice from the student’s instructor. Such appeals will be investigated by two (2) faculty members appointed by the Provost, one from the instructor’s college and one from a different college. After meeting separately with the student and instructor, the investigators will prepare a written recommendation for the Provost, which may include joint or dissenting opinions, as to whether the involuntary withdrawal decision should be upheld or overturned. The student and the instructor may also submit a written statement. A copy of the investigator panel’s recommendation and any statements will be provided to the student and the instructor. The Provost will review the entire written record to determine whether the involuntary withdrawal should be upheld or overturned and will document the decision and its rationale in a written decision letter that will be shared with the student and the instructor. The Provost’s decision is final. Tuition and fee refunds are not provided in cases of involuntary withdrawal. University officials conducting involuntary withdraw administrative actions will operate in a time-sensitive manner that enables a student who prevails on appeal to rejoin and complete the course. The student will be allowed to make up any work missed due to the involuntary withdrawal procedure. Retaliating against a student who exercises their right to appeal an involuntary withdrawal decision is prohibited.

I. Relationship to the Student Conduct Process

When a threat of physical harm to a member of the University community exists, involuntary withdrawal is not a substitute for appropriate administrative action taken pursuant to the *Student Code of Conduct*, such as interim suspension. Threats should be immediately reported to the NAU Police Department and Office of Student Life.

RESPONSIBILITIES

Appeal Investigators: in a time-sensitive manner, prepare a written recommendation for the Provost for Academic Affairs as to whether an involuntary withdrawal appealed by a student should be overturned.

Counseling Services: supports and assists instructors and students to manage or resolve troubling behavior that students may exhibit in an Instructional Setting; advocates for students with mental health concerns.

Department Chairs: work with instructors to address Disruptive Behavior challenges in accordance with this policy; in a time-sensitive manner, respond to instructor requests to involuntarily withdraw a student due to Disruptive Behavior.

Disability Resources: supports and assists instructors and students with disabilities to manage, mitigate, or resolve troubling behavior in Instructional Settings; advocates as appropriate for students with disabilities.

Instructors: establish clear behavioral expectations at the start of each course; confront and resolve Disruptive Behavior in accordance with this policy and related guidance.

Office of the Registrar: processes involuntary withdrawals with a grade of “W”.

Provost: responds to student involuntary withdrawal appeals in a time-sensitive manner.

Vice Provost for Academic Affairs: supports instructors and department chairs in understanding this policy.

PROCEDURES

[Involuntarily Withdraw a Disruptive Student](#)

RELATED INFORMATION

Forms or Tools

[Disruptive Behavior Incident Report](#)

[Involuntary Withdrawal Notice of Appeal](#)

[Involuntary Withdrawal Process Flowchart](#)

[Notice of Involuntary Withdrawal](#)

Cross-References

[Student Code of Conduct](#)

[Academic Policy 100227, Syllabus Requirements and Template](#)

Sources

[Arizona Board of Regents Policy 1-119](#)

[Arizona Board of Regents Policy 5-308](#)

[Arizona Board of Regents Policy 5-401](#)

APPENDIX*

[Office of Student Life Guidelines for Managing Disruptive Behavior](#)

*Disclaimer: all documents, links, or other materials included in this policy's appendix are provided solely for the user's convenience and are not part of official University policy.

[POLICY TITLE]

*****Do not use the word "policy" in the policy title. All sections of this University Policy template must be completed as described below. Do not delete any of the template's elements from your policy draft.*****

POLICY SUMMARY

[Insert a concise statement that briefly summarizes the policy that is fully detailed in the "Policy" section. Do not include a purposes statement. Do include the policy's key elements and to whom and when it applies. This summary paragraph will be used to describe the policy on the policy's University Policy Library landing page. See existing policies for examples of how these summary statements are generally written.]

REASON FOR THIS POLICY

[Insert a concise statement that briefly explains why this policy exists. Do not describe the policy's purpose. Instead, this statement should explain why NAU has chosen to adopt this policy. See existing policies for examples of how these reason for statements are generally written.]

ENTITIES AFFECTED BY THIS POLICY

[Insert an alphabetized bulleted list of the University's divisions, departments, or other functional areas or units that are assigned specific, discrete roles, duties, obligations, or responsibilities under the policy or that are especially, specifically, or uniquely impacted by the policy's requirements or mandates established in this document's "Policy" section. Typically, the entities listed here are listed in the "Responsibilities" section as well, where key information about each entity's role under the policy is briefly summarized as a reading aid.]

WHO SHOULD KNOW THIS POLICY

[Insert an alphabetized bulleted list by job title, position, or category of the individual people or groups that must know this policy to successfully execute the specific, discrete job-related roles, duties, obligations, or responsibilities as assigned under and enumerated in this policy. Non-University persons or groups impacted by the policy may also be listed here. The University persons or groups listed here will also typically be listed in the "Responsibilities" section, where this information, that must be more fully enumerated in the "Policy" section, is briefly summarized as a reading aid.]

Please note: together, these first four sections should briefly summarize this policy's FIVE W's, its who, what, when, where, and why.

DEFINITIONS

[In alphabetical order, list and define all special terms that have been given a technical or particularized meaning for purposes of this policy. Include only those terms that have a special or particularized meaning under the policy. Do not include terms that are used in their conventional, everyday sense. Avoid using the term being defined in that term's definition. Do not create nested definitions, meaning defined terms the definition of which incorporates and thus depends on one or more other defined term. Contact the Director for Policy with questions or for help with definitions or to discuss other options for addressing terminology issues in policy documents. Do not include any policy language in this section.]

POLICY

[Insert the policy text here. Within this section, the policy must make clear to whom or to what it applies. University Policies are generally presented in a straightforward narrative form using accessible language appropriate for a broad audience. Avoid or minimize the use of jargon or technical terms. Use sections to organize longer policies. Letter each provision alphabetically and provide descriptive headings for each that will help the reader to quickly identify and locate the policy's various elements. See existing policies for examples of how this section must be organized.]

RESPONSIBILITIES

[In alphabetical order, list the affected entities, persons, or groups by job title, category, or function for which specific duties or obligations are fully described in the "Policy" section, and briefly restate or summarize these responsibilities here. Entries in this section may be for an individual, group, or unit by title, function, or University community member category.]

PROCEDURES

[A policy document "procedure" is a proscribed way of accomplishing a given task. Official procedures are typically presented in separate ancillary documents, although very short procedural guidance may be included here in simple narrative form. For more significant procedures, insert hyperlinks provided by the Director for Policy to standalone procedure documents. Do not include policy language in procedure documents and do not include procedure language in this document's "Policy" section. If the policy has no procedures, insert the statement, "There are no procedures associated with this policy."]

RELATED INFORMATION

Forms or Tools

[Insert hyperlinks to any forms or tools associated with the policy. If there are no forms or tools insert the statement, "There are no forms or tools associated with this policy."]

Cross-References

[Insert hyperlinks to other University Policies or policy-related documents or materials that are related to or associated with the policy. If there are no cross-references, insert the statement, "There are no cross-references associated with this policy."]

Sources

[Insert hyperlinks to any external guidance to which the policy responds, such as federal or state statutory or decisional law, regulations, or agency guidance, Arizona Board of Regents policies, etc. If there are no sources associated with the policy, insert the statement, "There are no external sources associated with this policy."]

APPENDIX*

[Insert any materials related to or associated with the policy that may be useful for understanding or complying with the policy. As noted below, appendix materials are provided solely for the user's convenience and are not part of the official policy. If there are no appendix materials, insert the statement, "None." If there are no appendix items, the including the disclaimer below is not necessary.]

*Disclaimer: all documents, links, or other materials included in this policy's appendix are provided solely for the user's convenience and are not part of official University policy.

DRAFT