



SYLLABUS

MCB 181R Introduction to Biology I Spring II 2020: March 16th- May 6th

Instructor Information

Lisa Rezende, Ph.D. Assistant Professor of Practice Molecular & Cellular Biology	
Office: Life Sciences South Room 252 Office Hours by Appointment	Email: lrezende@email.arizona.edu
Phone: (520) 621-9729	

Catalog Description

Introduction to biology covers fundamental principles in molecular and cellular biology and basic genetics. Emphasis is placed on biological function at the molecular level, with a focus on the structure and regulation of genes, the structure and synthesis of proteins, how these molecules are integrated into cells, and how these cells are integrated into multicellular systems. Examples stem from current research in bacteria, plants, and animals (including humans) in the areas of cell biology, genetics, molecular medicine, and immunology.

Course Description

The Introductory Biology series gives students an opportunity to learn about ways that biologists approach biological questions and about different career options in the biological sciences. The information in these courses will lay the groundwork for understanding more advanced topics in biology, genetics, nutrition, plant science, physiology, biochemistry, or other biology-related courses.

This course, MCB 181R, will introduce you to the macromolecules in cells, the ways that these molecules work together to do complex jobs within the cell, and the basic processes that govern cell behavior. The second introductory biology course, ECOL 182R, focuses on the biology of organisms and expands this view to include evolutionary mechanisms and interactions between organisms. These courses will introduce you to the scope and excitement of modern biology and help you to develop the content knowledge, tools, and strategies you will need to succeed in your upper-division biology courses.

Both MCB 181R and ECOL 182R are required for a wide variety of biological sciences and allied-health majors throughout the University, so there is a wide range of backgrounds, interests, and career goals among the students in our courses. **The two classes can be taken in either order:** 181R followed by 182R, or 182R followed by 181R. Consult your academic advisor to determine which order is best for you.

Course Delivery

This section is a fully online course, open only to students enrolled through UA online.

Course Prerequisites

A math placement score of at least 55% on the Preparation for College Algebra exam, or 45% on the Preparation for Calculus exam, is required. For more information, please see the following website: <http://math.arizona.edu/academics/placement/courses#courses>

Although it is not a formal prerequisite, I will assume that students have a working understanding of material addressed in an introductory chemistry course. If you have never taken chemistry, I urge you to consult your advisor to discuss the option of waiting to take MCB 181R until you have completed at least one semester of chemistry.

Students who are concerned with the course pre-requisites are strongly encouraged to contact Dr. Rezende (lrezende@email.arizona.edu) to discuss your background in science courses and determine if it is adequate to support your success in MCB181R.

Course Time Commitment and Online Attendance

MCB181R is an accelerated 3-unit semester-long course. The entire course is completed over 7 weeks. As University policy defines one unit of credit as at least 45 hours combined in-class and out of class work, you will be expected to put in at least 135 hours of work and study time or roughly **18-19 hours per week**. Students concerned with this time commitment should contact the instructor as soon as possible.

The course is organized into seven one-week modules. MCB 181R is what is known as a "guided" online course, and it provides structure so you will not get too far behind. **You will not be working at your own pace.** Instead, every student enrolled in the course will be in the same unit at the same time. Discussion of the course material is a critical component of this online course, so we need to go through this together. Extended absences from the online course are not allowed except in cases where you have contacted the instructor **and** have a University- recognized excused absence. **Not checking into the course over a one week period without first notifying the instructor will be considered an unexcused absence and any work due over that time cannot be made up.**

Course Objectives and Expected Outcomes

In this course, you will:

- Be introduced to foundational concepts in molecular and cellular biology
- Apply concepts in molecular and cellular biology to novel problems
- Draw conclusions from experimental data

Upon successful completion of the MCB181R, you will be able to:	Which aligns with MCB program outcome*:
Discuss how the molecular structures of biological molecules dictate functional relationships within the cell.	Demonstrate understanding of the molecular and cellular mechanisms that govern life and apply that understanding to novel scenarios.
Describe how cell structure impacts the functions cells can carry out.	Demonstrate understanding of the molecular and cellular mechanisms that govern life and apply that understanding to novel scenarios.
Outline cellular processes capture, transfer, and use energy.	Demonstrate understanding of the molecular and cellular mechanisms that govern life and apply that understanding to novel scenarios.
Discuss how the instructions for building cells and multi-cellular organisms are stored, used, and regulated.	Demonstrate understanding of the molecular and cellular mechanisms that govern life and apply that understanding to novel scenarios.
Discuss how changes in cells' information content can produce changes in function that can impact cell function, individuals' health, and sometimes result in evolution.	Demonstrate understanding of the molecular and cellular mechanisms that govern life and apply that understanding to novel scenarios.
Describe how cells' interactions with molecules and other cells affect cell behavior and, therefore, the function and health of the organism as a whole.	Apply analytical thinking to biological problems
Outline how life scientists collect, use, and interpret data about biological processes.	Apply analytical thinking to biological problems

*MCB181R is a foundation course for many majors beyond MCB.

Required Materials

Inclusive Access Text and Online Support Materials

The course textbook and online activities are being delivered digitally via D2L through the Inclusive Access program. The textbook for the course is *Biology: How Life Works, 3rd edition Volume 1* with Launchpad, by J. Morris, D. Hartl, and colleagues. The cost to students is \$95.80. **Note: You will be required to access many of the materials/exercises/activities that are on Launchpad and completion of these assignments will count toward your grade for this course.**

Please access the material through D2L on the first day of class to make sure that there are no issues with delivery so any problems can be addressed quickly.

You automatically have access to the course materials FREE through **March 23rd, 2020**

You **must** take action (even if you have not accessed the materials) to opt-out if you do not wish to pay for the materials and choose to source the content independently. **The deadline to opt-out is March 23rd. Note:** If you took the course in the past 4 years and purchased the 2nd edition with Launchpad through the bookstore, please contact Dr. Rezende before **March 22nd**.

If you do not opt-out and choose to retain your access, the cost of the digital course materials will appear on your March Bursars account.

Please refer to the Inclusive Access FAQs at <https://shop.arizona.edu/textbooks/Inclusive.asp> for additional information.

Course Website and Electronic Communications Policies

All course materials are available on the course website, <http://www.d2l.arizona.edu>. To access the class website, you must be enrolled as a student in this section of the course.

- You should check the D2L site daily for announcements regarding the class, shown on the class home page.
- D2L provides a convenient way for us to get in touch with you by email, and I will use email if I need to contact you. **D2L sends email to your "@email.arizona.edu" address. If you do not check this email account, please forward your UA email to the account you do check regularly.** I will not email you with routine course announcements, but only if there are significant, time-sensitive issues that need to be addressed.
- Please note that it is considered a violation of academic integrity for students to use the email function of D2L for their personal gain. For example, if you have posted your class notes at a third-party site, you may not use D2L email as a way to advertise this to your fellow students. Furthermore, be advised that it is a violation of copyright to distribute course materials in this way.

- The D2L gradebook will be the official list of your scores for all work in the class.
- **It is your responsibility to check your grades frequently to ensure that the scores recorded in D2L are correct.**

Contacting the Instructor

- **Course-related questions should be asked in the Virtual Office in D2L.** Examples of this type of question might include:
 - course logistics such as "Where can I purchase launch pad access?"
 - issues with course components such as "The link to the video in week two isn't working,"
 - questions on course content such as "What happens if a mutation occurs at a splice acceptor site?"By posting these questions to virtual office the entire class benefits from the question and answer (just as would occur in a face-to-face course).
- **If you have questions you wish to ask privately** (for example, something about your grade, or if you would like to schedule an office hour), the best way to contact me is email lrezende@email.arizona.edu
- **I make every effort to respond to all emails within 24 hours during the week, or 48 hours over the weekend.** Please understand that just like you, I have other responsibilities besides this class so my response may not be immediate. **If you have emailed me and haven't gotten a response within 24 hours on Monday-Friday, please contact me again!**

Grading Scale and Grade Policies

Your course grade will be determined by the following criteria according to the points earned on the items below:

Gradable Item	Points Each	Total Points
Midterm Exams and Cumulative Final (3 exams, lowest exam dropped)	150	300
Cumulative Final	150	150
Launchpad Activities (7 total, drop lowest score)	5	30
Working with Data Assignments (7 total, drop lowest)	3	18
Discussions (8 total, drop lowest)	10	70
Quizzes (8 total, drop lowest)	10	70
Weekly Participation (7 weeks total, drop lowest)	2	12
		650

Your final grade will be based on the total points you earn over the semester, with minimum grade cutoffs as follows:

Grade	Points
A	585-650
B	520-584
C	455-519
D	390-454
E	389 and below

All students who earn at the minimum point or more will earn the corresponding grade. Point totals will be rounded to the nearest whole point. In general, grades are not curved.

Incompletes and Withdrawals

A grade of Incomplete (I) will only be given at the end of the term in the case of an emergency when a minor portion of the coursework cannot be completed. The student must contact the instructor before the end of the semester to agree on an incomplete grade contract using the Report of an Incomplete forms as described in the [University of Arizona Course Catalog](#).

Requests for withdrawals must be made in accordance with [university policies](#). The last day to withdraw without receiving a grade of W is **March 22nd**, after this date all students withdrawing from the course will receive a grade of W. The last day to withdraw through UAccess is **April 17th**. Dates are set by the [university calendar](#) and cannot be changed by the instructor.

Gradable Items

Weekly Launchpad Activities (30 points total): Each week, I will assign a variety of activities from Launchpad including case studies, simulations, learning curve reviews, and synthesis maps. These activities were selected to complement the lectures and reinforce the reading. The assessments for these activities will be turned in each week as a single assignment worth 5 point. You may earn up to 30 points towards your grade on these activities.

Working with Data (3 points each, drop the lowest score): You will complete a series of “working with data” assignments on Launchpad that will challenge you to see how biological data is collected and analyzed. These assignments are separate from your Launchpad activities and you will be graded on the score you earn. I will drop the lowest score from your grade.

Class Participation through Voicethread (2 points each week, drop the lowest week's score): I do not tape long lectures on the material each week as research shows actively engaging with the material promotes learning more than passively listening to a lecture. I do know that some concepts in this course are challenging for students to understand, so rather than taping long lectures I have a series of short tutorials using Voicethread.

Voicethread allows me to explain complicated concepts then present questions and problems. You are required to participate by responding to these prompts within Voicethread. Each week, participation will be graded as follows:

- Respond to 2 Voicethread problems 2 points
- Respond to 1 Voicethread problems 1 points
- Fail to respond to any Voicethread problems- 0 points

Note: You are encouraged to engage in all the problems, but you are only required to respond to 2.

Discussion (10 points each, drop the lowest week's score): Each week we will have at least one asynchronous discussion where you will work together on problems that are similar to what you will see on the exams. Both responses to the discussion prompt and responses to two peers are required to receive full credit.

Weekly Quizzes (10 points each week plus 10-point syllabus quiz, drop the lowest score): Each week, you will complete an online quiz that covers all course material presented through that week. The format of the quizzes is multiple-choice, true-false, and/or matching. Quizzes can be taken up to 5 times, and your highest score will be recorded. Questions come from a pool so you may not see the same question twice. The lowest quiz of the year will be dropped from your final score.

Midterm (150 points, drop the lowest score): Exams will be cumulative up to and including material presented in the week that the exam is scheduled. I highly recommend you finish all activities and assignments for the week **before** taking the exam. I will drop the lowest score from your four exams from your final point total. If you are unable to take the exam for any reason, then that will be the score that I drop.

Final Exams (150 points): The final exam will have 2 parts: the first will cover material from week 7 and the second will be cumulative. The final exam cannot be dropped.

An important note on exams and academic integrity: As this is an online course, I am allowing you to schedule the exam over a 3-day period rather than all taking it at one time. **Discussing any aspects of the exam** including but not limited to topics on the exam, exam format, specific questions, or any other aspect **will be considered a violation of the code of academic conduct for all parties involved in the discussion** (including the person who has already completed the exam), will be reported to the Dean of Students Office and receive a sanction, such as a failing grade on the assignment, exam, and/or in the course. Students with questions on this policy should refer to the UA Code of Academic Integrity, available at <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Exam Schedule

Exam	Points	Time to Complete	Dates to Schedule Exam
Exam 1	150 points	80 minutes	Saturday, March 21 st at 7 AM – Wednesday, March 25 th at 7 AM
Exam 2	150 points	80 minutes	Saturday, April 11 th at 7 AM – Wednesday, April 15 th at 7 AM
Exam 3	150 points	80 minutes	Saturday, April 25 th at 7 AM – Wednesday, April 29 th at 7 AM
Final Exam	150 points	120 minutes	Wednesday, May 6 th at 7 AM – Monday, May 11 th at 7 AM

Exams must be completed by the last day it is officially opened, or a score of 0 will be recorded unless the exam has been officially rescheduled BEFORE the exam date.

Exams must be proctored by Examity. No credit will be given to exams not certified by Examity.

As a course policy, exams will not be rescheduled except as follows: Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored, and students will be allowed to reschedule exams if they have a Dean-approved absence. Exams that fall on holidays or special events observed by organized religions will be rescheduled for students who show affiliation with that particular religion.

Examity Online Exam Proctoring

In this class, you will take your tests remotely, and they will be proctored by a service called [Examity](#). A Student Quick-Guide will be provided on how to use Examity.

Before you can begin proctored assessments, you must sign up for an Examity account. Registration requires two steps:

1. Access the Examity system through the D2L course site by clicking the Examity link found under “UA Tools.” This link will direct you to the Examity dashboard.
2. From your Examity dashboard, set up a profile. You will need to:
 - i. upload a CatCard or Government ID (State Driver’s License or Identification Card)
 - you will need to bring this same ID with you each time you take a test with Examity
 - ii. answer three security questions

- iii. enter a keystroke biometric signature
- iv. select your time zone
- v. and confirm your name, email address, and phone number

Before scheduling and taking your assessment, please review these Examity System Requirements:

- Desktop computer or laptop (not tablet or phone)
- Webcam and microphone (built-in or external)
- Connection to network with internet speed of at least 3Mbps (upload and download)
- Operating system of Windows XP – Windows 10, Mac OS X 10.8 – 10.11
- Browser with pop-up blocker disabled – Google Chrome v39 or later, Mozilla Firefox v34 or later, Internet Explorer v8 or later, Microsoft Edge, Apple Safari v6 or later

If you have any questions or concerns, contact Examity's technical support team 24/7 via email at support@examity.com or by phone at [\(855\)-392-6489](tel:(855)-392-6489).

Grade Appeals

If you believe that an error has been made in grading, you must contact Dr. Rezende **within one week** after the scores are posted. Turning in a re-grade request does not guarantee that you will receive more points, and your entire assignment or exam will be graded again.

Extra Credit

From time-to-time small number of extra-credit points may be available to students for work that goes beyond the normal requirements of the class. Dr. Rezende will announce when these are available, and at all times the opportunity will be available to the entire class. ***Please do not contact Dr. Rezende requesting an extra credit assignment.***

Late Work

Late work (Launchpad, quizzes, working with data, or discussion posts) will be accepted up to **two (2) days after** the due date and will incur a **10% per day point penalty** as follows:

- up to 24 hours late- 10% of the total possible points will be deducted from your score
- up to 48 hours late- 20% of the total possible points will be deducted from your score
- **Late participation or exams will not be accepted.**

Syllabus, Schedule, and Assignment Changes

The information contained in the course syllabus, other than the grade and absence policies, may be subject to change.

Tentative Course Schedule

Week	Topics and Reading
Week 1: March 16 th – March 22 nd	<ul style="list-style-type: none"> • Introduction to Biology (Chapter 1, Sections 1.1-1.4) • Cell Structure (Chapter 5, Chapter Section 5.3; Chapter 25, Sections 25.1 and 25.2) • Cytoskeleton (Chapter 10, Sections 10.1 and 10.2) • Cell Division (Chapter 11, Section 11.1-11.4)
Week 2: March 23 rd – March 29 th	<ul style="list-style-type: none"> • Genetics: Mendelian Inheritance (Chapter 16, sections 16.2-16.5) • Genetics: Sex Chromosome and Linked Genes (Chapter 17, sections 17.1-17.4) • Genetics: Complex Traits (Chapter 18)
Exam 1: Must be scheduled for an 80-minute window between Saturday, March 21st at 7 AM – Wednesday, March 25th at 7 AM. Note: Feedback on Week 2 work will be available on Monday, March 23rd .	
Week 3: March 30 th – April 5 th	<ul style="list-style-type: none"> • Chemistry Review (Chapter 2, Section 2.2-2.5) • Nucleic Acids and Transcription (Chapter 3) • Translation (Chapter 4.2)
Week 4: April 6 th – April 12 th	<ul style="list-style-type: none"> • Protein Structure (Chapter 4, Sections 4.1 and 4.3) • Enzymes (Chapter 6, Section 6.2-6.5) • Control of Gene Expression (Chapter 19)
Exam 2: Must be scheduled for an 80-minute window between Saturday, April 11 th at 7 AM – Wednesday, April 15 th at 7 AM. Note: Feedback on Week 2 work will be available on Monday, April 13th	
Week 5: April 13 th – April 19 th	<ul style="list-style-type: none"> • DNA Replication (Chapter 12, Sections 12.1-12.2) • Biotechnology (Chapter 12, Section 12.3-12.4; Chapter 13, Sections 13.1) • Eukaryotic Chromosomes (Chapter 13, Section 13.4) • Mutations and DNA Repair (Chapter 14, Sections 14.1-14.4) • Genetic Variation (Chapter 15, Sections 15.1 and 15.4)
Week 6: April 20 th – April 26 th	<ul style="list-style-type: none"> • Cell Membranes (Chapter 5, Sections 5.1-5.2) • Cell Signaling (Chapter 9) • Cell Cycle (Chapter 11, Sections 11.5-11.6)
Exam 3: Must be scheduled for an 80-minute window between Saturday, April 25th at 7 AM – Wednesday, April 29th at 7 AM . Note: Feedback on Week 3 work will be available on Monday, April 27th	

Week 7: April 27 th – May 5 th	<ul style="list-style-type: none">• Overview of Metabolism (Chapter 6, Section 6.1)• Cell Respiration (Chapter 7, Section 7.1-7.6)• Photosynthesis (Chapter 8, Section 8.1-8.3)
<p>Final Exam: Must be scheduled for an 80-minute window between Wednesday, May 6th at 7 AM – Monday, May 11th at 7 AM. Note: Feedback on Week 7 work will be available on Thursday, May 7th</p>	

Online Course Resources

The University of Arizona provides a wide variety of resources to help online students succeed, including:

Online Tutoring: UA THINK TANK provides free academic assistance for writing and math, and various other related subjects, at multiple locations and fully online. Students can access free tutoring in-person at the UA Think as well as fully online from the UA Think Tank. To find online tutoring hours, please see <http://thinktank.arizona.edu/tutoring/online>

24/7 Technical Assistance: Technical assistance is available 24 hours a day, with the exception of University observed holidays. 24/7 can help you with troubleshooting hardware, software, and any special course technology you are using. Available by phone, chat, or help ticket.

- Phone: (520) 626-TECH (8324)
- 24/7 Website

University Libraries: The University Libraries provide resources, services, and expertise to the University and the local community. They support online students in particular with access to scholarly articles and journals, free ebooks, interactive tutorials and helpful research guides. Learn more about these resources and more on their site featuring tools for online students.

[University Libraries for Online and Distance Students](#)

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Course Policies

Code of Conduct

Please review the University's Code of Conduct information, which can be found at <https://deanofstudents.arizona.edu/policies-codes>

Classroom Behavior

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self.

Disruptive Student Behavior

Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at:

<http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>

Threatening Student Behavior

The University of Arizona seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the university community, including to one's self. Threatening behavior can harm and disrupt the University, its community, and its families.

Threatening behavior means any statement, communication, conduct or gesture, including those in written form directed towards any member of the university community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm. You are encouraged to read more on this at <http://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

The Policy on Threatening Behavior by Students found at

<http://policy.web.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Online Class Etiquette

What is Netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, Netiquette is a set of rules for behaving properly online. Please refer to this website to further your understanding of online class etiquette:

<http://www.albion.com/netiquette/introduction.html>

Student Code of Academic Integrity

Academic Integrity at the University of Arizona is the principle that stands for honesty, and ethical behavior in all homework, tests and assignments. All students should act with

personal integrity and help to create an environment in which all can succeed.

Dishonesty will not be tolerated in this course. This includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor or tampering with the academic work of other students. Students who are found to be dishonest will be reported to the Dean of Students Office and receive a sanction, such as a failing grade on the assignment, exam, and/or in the course. Students with questions on this policy should refer to the UA Code of Academic Integrity, available at <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Discrimination and Harassment

Policies against discrimination and harassment, along with offices for reporting concerns related to discrimination or harassment, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Communication

You are responsible for reading emails sent to your UA account from your professor's UA account and the announcements that are placed on the course D2L site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at <http://www.registrar.arizona.edu/emailpolicy.htm>

Absence and Class Participation Policies

Participating is vital to the learning process. As such, it is critical that students participate in the course activities during the week they are assigned. If you anticipate being absent or are unexpectedly absent, please contact me as soon as possible.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu.

If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For

additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu>

Grievance Policy

Should a student feel he or she has been treated unfairly there are some resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance. Information can be found at <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

University Final Grade Appeal Policy

The University Final Grade Appeal Policy can be found here:
<http://advising.arizona.edu/content/policies-procedures/petitions-grade-appeals>

Notice of Potentially Objectionable Materials

As this is an introductory biology course, we will be discussing biological evolution and sexual reproduction in a **scientific** manner.

Confidentiality of Student Records

Family Educational Rights and Privacy Act of 1974 (FERPA) is the federal law that governs the rights of students and institutional responsibilities with respect to student records. FERPA is a federal law designed to protect the privacy of a student's educational record. More details on what FERPA is about and specifics of what constitutes an Education Record can be accessed at <https://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa>

If you have any questions regarding any of the information provided on this site, please contact the University of Arizona Office of the Registrar via email at: REG-reghelp@email.arizona.edu.