

## Fall 2020 Course Descriptions as of 04/05/2020 08:14 PM

Information in Browse Course Catalog is subject to change. Information is term specific. Please refer to the appropriate term when searching for course content. Key to Course Descriptions may be found at: [http://rcs.registrar.arizona.edu/course\\_descriptions\\_key](http://rcs.registrar.arizona.edu/course_descriptions_key).

### Student Affairs Studies (SAS)

#### **SAS 100AX: Math Success Strategies** (2 units)

**Description:** The main purpose of this course is to prepare you for the math course required in your selected degree plan. This course is a required companion course to Math100AX. You will have the opportunity to develop and refine your basic arithmetic and algebra skills. Work in the course consists of attending weekly class meetings, completing practice problems in ALEKS, and completing (4) in class assessment tests throughout the semester. Content includes the following topics: (basic arithmetic/algebra) linear, quadratic, polynomial, rational, and absolute value equations and inequalities, algebraic expressions, graphing techniques, factoring techniques, exponents and logarithms. This course by itself cannot be used to satisfy the general math requirement for any degree program. Please note: Units from this course will count toward full time eligibility for scholarships, financial aid and other campus related activities; however, units from this course will not count toward graduation requirements.

**Grading basis:** Developmental No GPA: ABCDE

**Career:** Undergraduate

**Flat Fee:** \$91

**Course Components:** Discussion Required

**Repeatable:** Course can be repeated a maximum of 2 times.

**Course typically offered:**

Main Campus: Fall, Spring

**Recommendations and additional information:** Concurrent registration in MATH 100AX.

**Enrollment requirement:** Student Preparation Classes (PREP) Student Group & concurrently enrolled in MATH 100AX.

#### **SAS 100BX: Improving Math Success Skills** (1 unit)

**Description:** Learning math requires a different set of learning skills, testing skills and anxiety reduction techniques than those used in other courses. This 7-week course helps you to become successful in mathematics by teaching you how to study it on your own, as part of a traditional math course or modular course, and by helping you establish an independent study program. You will have the chance to apply and master these techniques while progressing through an online math program, ALEKS. Please note: Units from this course will count toward full time eligibility for scholarships, financial aid and other campus related activities; however, units from this course will not count toward graduation requirements.

**Grading basis:** Developmental No GPA: ABCDE

**Career:** Undergraduate

**Course Components:** Discussion Required

**Course typically offered:**

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**SAS 101: Student-Athlete Identity** (1 unit)

**Description:** To achieve a holistic, effective and fulfilling college experience, you as a student will benefit by developing your identity through exposure, exploration, and expansion opportunities. This course shares resources and transferable skills to promote academic and personal success in the form of guest speakers, class activities and discussions, out-of-class learning experiences, research and personal reflections.

**Grading basis:** Pass/Fail

**Career:** Undergraduate

**Course Components:**      Lecture                                      Required

**Course typically offered:**

Main Campus: Fall, Spring

**Enrollment requirement:** Student athletes with Freshman status only.

**Success Course:** Success Course

**SAS 110A: Meaningful Learning and Engagement: From Learning to Innovation** (1 unit)

**Description:** This course is one in a three course series on meaningful learning and engagement at the college level. The overall purpose of this series is to introduce students to theories of learning, motivation, and identity development from an Educational Psychology perspective. Students will explore how these theories describe and explain aspects of their own academic lives. Students will also have the opportunity to actively develop their skills for engaging in meaningful learning and participation within their university communities. The focus of this course is to examine the relationship between knowledge and learning and explore the topics of curiosity, knowledge construction, and strategic thinking.

**Grading basis:** Regular Grades

**Career:** Undergraduate

**Course Components:**      Discussion                                      Required  
   Lecture                                      Required

**Also offered as:** EDP 110A

**Course typically offered:**

Main Campus: Fall, Spring

**Home department:** Educational Psychology

**-SA** represents a Student Abroad & Student Exchange offering

**-CC** represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

**SAS 110B: Meaningful Learning and Engagement: Motivation and Volition (1 unit)**

**Description:** This course is one in a three course series on meaningful learning and engagement at the college level. The overall purpose of this series is to introduce students to theories of learning, motivation, and identity development from an Educational Psychology perspective. Students will explore how these theories describe and explain aspects of their own academic lives. Students will also have the opportunity to actively develop their skills for engaging in meaningful learning and participation within their university communities. The focus of this course is to introduce the constructs of motivation (within an expectancy-value tradition) and volition (mechanisms related to sustaining efforts and realizing academic goals). Further, students will investigate strategies to support realistic self-evaluation of academic goals and engagement.

**Grading basis:** Regular Grades

**Career:** Undergraduate

<b>Course Components:</b>	Discussion	Required
	Lecture	Required

**Also offered as:** EDP 110B

**Course typically offered:**

Main Campus: Fall, Spring

**Home department:** Educational Psychology

**SAS 110C: Meaningful Learning and Engagement: Emergent Identity and Validation (1 unit)**

**Description:** This course is one in a three course series on meaningful learning and engagement at the college level. The overall purpose of this series is to introduce students to theories of learning, motivation, and identity development from an Educational Psychology perspective. Students will explore how these theories describe and explain aspects of their own academic lives. Students will also have the opportunity to actively develop their skills for engaging in meaningful learning and participation within their university communities. In this course, students will be introduced to theories of identity, particularly within the contexts of academic and professional development. Considerations will include validation in professional and close relationships.

**Grading basis:** Regular Grades

**Career:** Undergraduate

<b>Course Components:</b>	Discussion	Required
	Lecture	Required

**Also offered as:** EDP 110C

**Course typically offered:**

Main Campus: Fall, Spring

**Home department:** Educational Psychology

**-SA** represents a Student Abroad & Student Exchange offering

**-CC** represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

## SAS 111: The Digital University (1 unit)

**Description:** This course serves as an introduction to attending The University of Arizona in a digital format. Through the inventory of personal strengths, continual reflection, presentation of virtual resources, and exploration of emerging research in adult learning theory, students will develop a personalized strategy to achieve their educational goals.

**Grading basis:** Regular Grades

**Career:** Undergraduate

<b>Course Components:</b>	Lecture	Required
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**-SA** represents a Student Abroad & Student Exchange offering

-**CC** represents a Correspondence Course offering

**May Be Offered** Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.