

# All About Grades: Policy, Recording and Submitting







# Agenda

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## Laying the Groundwork

**Where It All Begins** – History, statistics, and academic policies that set the framework.

**Structuring Success** – Course approvals, class setup, and the grading system.

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## The Term Unfolds

**Enrollment & Engagement** – Rosters take shape.

**Setting the Standard** – The syllabus and grading expectations.

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## Evaluating & Assessing

**Recording Progress** – Posting grades and meeting deadlines.

**Making Adjustments** – Grade changes, approval access, and grade appeals.

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## The Lasting Impact

**Academic Outcomes** – GPA, degree conferral, and Latin honors.

**Closing the Loop** – Blank grade outreach, resources and questions.

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Office of the Registrar



# Introductions



**Alex Underwood**  
University Registrar



**Amanda Gluski**  
Associate Registrar  
Graduation, Records & Certifications



**Maggie Ramirez**  
Associate Registrar  
Registration, Residency & Transcripts



**Abbie Sorg**  
Assistant Registrar  
Academic Catalog & Policy



**Jaclyn Pryor**  
Assistant Registrar  
Room & Course Scheduling



**Jessica Lujan**  
Senior Coordinator, Registration





The **Office of the Registrar** is responsible for the accuracy and integrity of the academic record.

Serving all students, faculty, academic units, and student support functions; the Office is charged with the implementation of academic and student policies and their alignment to state and federal regulations and accreditation standards.

The Office strives to be a leader and thought partner in creating efficient processes that are designed in a way that supports student success and service excellence.



Office of the Registrar



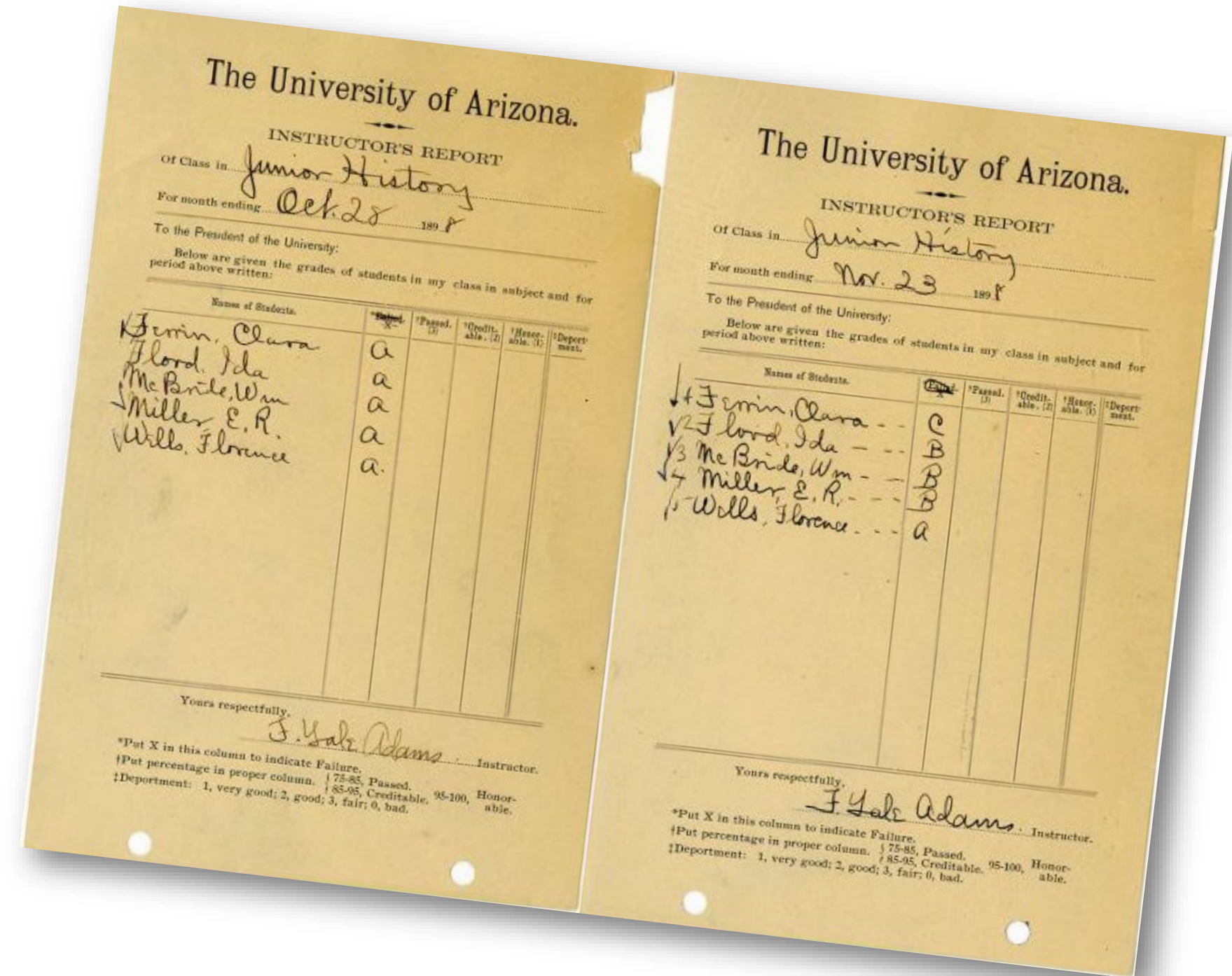
# History of Grades

A variety of different approaches to assessing student learning in early US higher education included **categories, ranking, and quality points**—all leading to the standard letter grade system we know today.

First recorded grading scheme was at **Yale in 1785**; first letter grade was during the 1897-98 academic year at Mount Holyoke.

**Registrars have been instrumental in synthesizing and standardizing grade schemes** across institutions since the early 20th century.

University of Arizona has grading records dating back to **October 1898** and adopted a grade scheme around 1973 that is similar to what is still in use today.



Instructor's Report for Junior History Class at the University of Arizona, October 28, 1898, November 23, 1898

# Statistics — Academic Year 2023-2024

## Enrollments

- More than **31,000 sections** with more than **524,000 enrollments**

## Grades

- A » **275,447**
- B » **100,902**
- C » **41,435**
- D » **15,839**
- E » **23,583**
- P » **25,143**
- F » **232**

## Incomplete Grades

- **2,356** "I" grades assigned in 2024
- **819** "I" grades lapsed to failing grades

## Blank Grade Rosters

- UGRD» **33**
- GRAD» **167**
- PHARM » **0**
- MEDS» **45**
- LAW» **1**



# Where It All Begins — Academic Policy

- **Grades and the Grading System policy**

- defines what grades are available for each career, what they mean, and how they affect the GPA

**Regular Grades:**

A, B, C, D, and E constitute the regular grades used at the University of Arizona for undergraduate, graduate, law, and pharmacy courses. Regular grades are included in the calculation of the grade-point-average (GPA).

- The College of Law employs the use of plus and minus grades; A+, E+, and E- are not options in this grading system. For purposes of raising grades on the basis of class participation, an instructor's discretion is limited to raising a grade by one grade increment only. For example, a B- may be raised only to a B, and a B+ only to an A-. These plus/minus grades are limited to courses and students in the Juris Doctorate program.

- **House Numbered Course policy**

- ensures consistent grading practices for specific course types across the institution

COURSE NUMBER	COURSE TYPE (SEE COURSE DESCRIPTIONS FOR COURSE TITLES):	GRADES AVAILABLE
196 296 396 496 596 696 796	<p><b>Proseminar and Seminar</b> (Credit varies) The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.</p> <p>Proseminar and Seminar courses with variable outcomes and topics must use *96 house numbers.</p> <p>Proseminar and Seminar courses with permanent/fixed outcomes and topics are not restricted to house numbers.</p>	<p>A, B, C, D, E regular grades or S, P, F alternative grades</p> <p>Regular or special grades may be used as departmental policy dictates; in any single class offering, all registrants must be graded by the same system. S, P, and F grades are NOT included in the GPA.</p> <p>Undergraduate-level available for <b>pass/fail option</b>.</p>







# Approved Course Set-up

## Grading basis is set in the course catalog for each course

- Changes to grading basis require catalog-level approval via [Course Modification](#).
- Grading basis must adhere to relevant academic policy
- For most courses, the same grading basis is used each time the course is offered, regardless of modality, term or instructor
- Student Option for Pass/Fail

### ENGL360

ENGL360 - 21st Century British Literature

English • Undergraduate • UA - UA General

#### Course Description

This course aims to provide students with an overview of contemporary work produced in Britain and/or by British authors across a variety of genres (including, but not limited to, drama, fiction, and poetry). The course will contextualize this work within longer traditions of English-language literature and cultural institutions, and in terms of a variety of topics and concerns confronting contemporary British culture, society, and politics.

#### Units

Min Units	Max Units
3	3

#### Repeatable for Credit

No

#### Grading Basis

GRD - Regular Grades A, B, C, D, E

#### Career

Undergraduate



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# Class Section Set-up — Managing Instructor Access

*Assign post access to instructional staff at the section level*

## Step 1. Managing the Instructor/Advisor Table

- Departments have year-round access to update
- Check out the [Updating Instructor Status and Approved Courses resource guide](#) for more information

## Step 2. Assigning Instructor Role & Access in the Schedule of classes:

- Departments have year-round access to update instructor assignments. Our goal is to have instructors listed no later than the start of the session.
- Setting Access: Post (has access to enter and push the grades to the student's records) vs. Grade (can only enter grades)

ID	Name	*Instructor Role	Print	Access	Contact	Empl Rcd#	Job Code
[Redacted]	[Redacted]	Primary Instructor	<input checked="" type="checkbox"/>	Post		0	

*Room Characteristic	Description
32	Centrally Scheduled

- **Best practice:** list the personnel associated with their Instructor Role (Primary Instructor, Department Administrator, Secondary Instructor, Teaching Assistant).
- **RCS monitors class sections to include a Primary Instructor with post access.**
  - Reminder for sections with multiple meeting patterns (indicated by 1 of 2 or more shown in the image) – an instructor needs to be listed on each meeting pattern (common with Hybrid- HY instruction mode)



# Student Enrollment

- **Elective Pass/Fail**

- Each department determines which of its courses will be available under the student option at the catalog level.
- For courses set up with student option, students may choose their preferred option at the time of enrollment. Students can change from Pass/ Fail enrollment to enrollment for a regular grade, or vice versa, until the deadline specified on [Dates and Deadlines](#).

- **Audit**

- Audit is a registration status allowing students to attend a course without receiving credit.
- Any course, regardless of grading basis set up can be audited at the course instructor's discretion.
- Students must request the change in grading basis to audit through a [Change of Schedule](#) form.

- **Administrative Enrollment**

- Department enrollers who enroll students should ensure enrollment is accurate and the class selected has the appropriate instructor assigned.

**Enrollment Options**

**SPAN 101 - First Semester Spanish**

- SPAN 101-001 Lecture

**Grading**

Graded: Not Included in Stats

Graded: Not Included in Stats

Pass/Fail: Not included Stats

**Enrollment Information:**

- Placement (LPR or 1PL = 0-200).
- SUN# SPA 1101 - Beginning Spanish I

**CANCEL** **DONE**





# The Syllabus

## *Setting clear class expectations & policies*

- A **course information sheet or syllabus is required** for all university courses.
  - The syllabus serves as a statement of intent and an implicit agreement between the instructor and students.
  - Use the syllabus templates for **undergraduate** and **graduate** courses.
- It must be **distributed in the first week of classes** (hard copy or online), with an electronic copy retained by the department.
- Both graduate and undergraduate policies require the **syllabus to outline the grading scale and evaluation criteria.**
  - The grading basis of the syllabus and course set up must match
- Clear **syllabus policies** with clear grading methods, explicit deadline expectations and attendance requirements support student success.





# Grade Rosters

## Availability, Access and Usage

### Availability

- **Grade rosters** generate automatically at midnight on the last day of the class session end date.
  - This is based on the last day of the class session as stated in the schedule of classes, not the last day the class met in its meeting pattern.

### Access

- Available in **UAccess Instructor Center** for **grade entry and approval**.
- Instructors must be assigned with **post or grade** access during class setup.

### Usage

- **Grade access:** With grade only access, instructors can enter grades, mark "Ready for Review" (cannot approve/post).
- **Post access:** With post access, instructors can enter grades, mark the status as "Approved" and post grades.
- D2L grades do not transfer automatically but **can be imported**.

	RNR 900-266 (62768)	Research (Independent Study)	0	TBA	TBA	University of Arizona - Main	Jan 10, 2024 - May 1, 2024
	RNR 910-266 (62783)	Thesis (Independent Study)	1	TBA	TBA	University of Arizona - Main	Jan 10, 2024 - May 1, 2024
	RNR 920-266 (62800)	Dissertation (Independent Study)	0	TBA	TBA	University of Arizona - Main	Jan 10, 2024 - May 1, 2024
	WFSC 445-001 (70156)	Population Ecology (Lecture)	37	MoWe 9:00AM - 9:50AM	Env & Nat Rsrce Phas2, Rm S210	University of Arizona - Main	Jan 10, 2024 - May 1, 2024
	WFSC 445-001A (70157)	Population Ecology (Laboratory)	37	Fr 1:00PM - 3:50PM	Env & Nat Rsrce Phas2, Rm N250	University of Arizona - Main	Jan 10, 2024 - May 1, 2024
	WFSC 545-001 (70158)	Population Ecology (Lecture)	3	MoWe 9:00AM - 9:50AM	Env & Nat Rsrce Phas2, Rm S210	University of Arizona - Main	Jan 10, 2024 - May 1, 2024
	WFSC 545-001A (70171)	Population Ecology (Laboratory)	3	Fr 1:00PM - 3:50PM	Env & Nat Rsrce Phas2, Rm N250	University of Arizona - Main	Jan 10, 2024 - May 1, 2024

Instructor Center | Search | Desire2Learn

My Schedule | Class Roster | **Grade Roster**

### Grade Roster

[View FERPA Statement](#)

Spring 2024 | Regular Academic Session | The University of Arizona | Undergraduate

[Change Class](#)

WFSC 445 - 001 (70156)  
Population Ecology (Lecture)

Days and Times	Room	Instructor	Dates
MoWe 9:00AM-9:50AM	Env & Nat Rsrce Phas2, Rm S210	[REDACTED]	01/10/2024 - 05/01/2024







# Posting Grades — Timeliness and Expectations

## *Why accuracy and timeliness is important*

- All courses offered for credit shall include either a final examination during the scheduled **final examination time period** or a summative assessment (e.g., portfolios, essays, project reports).
- Completed **final grade rosters** are to be posted in UAccess Instructor Center **within 48 hours** (excluding weekends) after the assigned **final examination time period** for each course.
- **Prompt grade posting significantly impacts students and university business processes that rely on student grades and GPA, such as:**
  - Timely degree conferral
  - Accurate **Academic Eligibility** status assignments and GPA
  - Accurate and timely financial aid and scholarship eligibility assignments
  - Awarding of honors (e.g., Dean's list and Latin honors)
  - Approval for some international students' continued studies and funding, and entering or leaving the country







# Blank Grade Outreach and Reminders

## Common reasons for missed or late grade rosters:

- Missing rosters on page two of the Instructor Center roster list.
- Misunderstanding the need for a final grade each term for dissertation and honors thesis courses.
- Entering grades but not adjusting the approval status and posting the roster.
- Updating only the D2L gradebook but not importing to UAccess.
- Faculty emergencies and other challenges that arise during the grading period.
- Technical challenges entering incomplete, honors, or failing grades. *Note, the roster must be in "not reviewed" status to enter required details.*

## Blank grade outreach:

- The Office of the Registrar grading team begins outreach a few days after the 48-hour grading period ends.
- Initial contact is with instructors and department admins with posting access.
- Escalates to department head and associate dean based on period of delay.

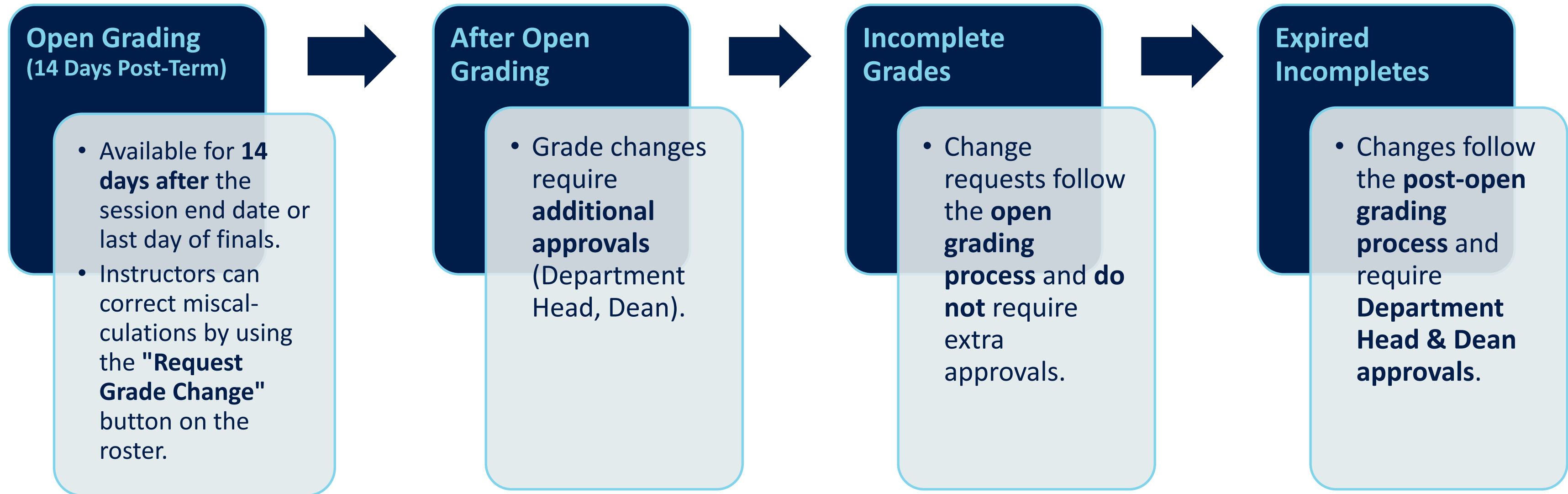


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# Grade Changes

*At times, instructors may need to adjust posted grades*







# Grade Change Approval Access

*Department Heads and Deans need specific access roles to approve grade change requests*

**Request Access to grade change approval workflow through [Access Flow](#).**

**Navigation:** *UAccess Student > Campus Users > Student Records – Change of Grade Request.*

- ❑ **Department Head Roles:**
  - Department Head Admin Reviewer
  - Department Head Approver
- ❑ **Dean/College Roles**
  - Dean Admin Reviewer
  - Dean/College Approver

## **Steps:**

- ❑ Select the required role
- ❑ Add it to your list, provide department/college information, and include a business justification
- ❑ Once provisioned, you will receive email notifications for grade change reviews or approvals



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# Grade Appeals

The **Grade Appeal Process** consists of **up to four student-initiated review steps** that may involve the instructor, department head, and the Dean. The process is guided by the **Grade Appeal policy** and follows a prescribed timeline and with forms provided by the Office of the Registrar.

## Valid reasons for submitting a grade appeal include:

- Violation of university policy
- Failure to follow published course policies
- Inconsistent grading within the student's course section
- Disagreement over factual accuracy of graded work

## Office of the Registrar grading team helps ensure:

- The request is submitted by the required deadline (within the first 5 weeks of the next fall/spring following the class)
- The appeal is for a valid grade appeal reason as listed in the policy
- The process follows the policy timeline
- Any resulting grade changes are properly updated on the student academic record.







# GPA, Conferral and Latin Honors

*How timely grade submission benefits the academic record*

**Missing or late grades will delay degree conferral**, which may impact students' ability to officially graduate on time.

**A student must be fully graded to have their degree(s) conferred** at the end of the term across all academic careers. Any ungraded coursework can prevent the completion of degree requirements.

**Delays in conferral may affect post-graduation plans**, including eligibility to apply for professional licenses, certification exams, and state or national board exams required for job opportunities.

**Latin Honors, Dean's List, and GPA calculations require all final grades to be posted.** Late submissions may impact academic eligibility decisions, honors distinctions, and academic recognition.





# Looking Forward

*Upcoming projects or changes that impact grading*

## Coming Soon...

- New and improved Instructor Center roster list view and term visibility
- New blank grade roster dashboard for department and college users in Analytics
- The new MG (missing grade) approved in the **Grades and Grading System policy update in Fall 2023**, will soon be used to replace blank roster grades older than 90 days.





# Grading Support

*Support is available during all stages of the class set up and grading process*

- **Catalog Grading Basis Set up**
  - [CourseApprovals@arizona.edu](mailto:CourseApprovals@arizona.edu)
- **Class Set up & Instructor Grading Roles**
  - Contact your department scheduler
  - [Schedule of classes resources & tutorials](#)
  - [RCShelp@arizona.edu](mailto:RCShelp@arizona.edu)
- **D2L gradebook, set up, and grade imports**
  - [D2L@arizona.edu](mailto:D2L@arizona.edu)
- **Syllabus Resources**
  - [Undergraduate syllabus policy and template](#)
  - [Graduate level syllabus template](#)
- **General Grading Support** (grade roster, grade appeals, grade changes, incomplete grades, and grade change workflow access)
  - [Reg-grades@arizona.edu](mailto:Reg-grades@arizona.edu)
  - [Instructor Center Information webpage](#)

## UAccess Instructor Center User Information

UAccess Instructor Center is your access point to your Class Schedule, Student Photos, Class Rosters, and Grade Rosters. If your class uses D2L you may also have access to Desire2Learn (D2L) information. A link to Disability Resources is also available, which provides information on possible accommodations required for some of your students, and a link to the final exam schedule.

UAccess Instructor Center is only available to instructors who are teaching a class in the current term or who were the principal instructor in a course in a previous term. Administrative staff authorized to act on the instructor's behalf may be assigned to a class as a Department Admin and then will also have access to Instructor Center.

This resource page provides information on the three main areas of UAccess Instructor Center:



[Instructor Center Navigation](#)



[Administrative Actions](#)



[Grade Management](#)



# Questions?







# Office of the Registrar

Administration Building | Main Floor, Room 210

Phone: 520-621-3113 | Email: [reghelp@arizona.edu](mailto:reghelp@arizona.edu)

Office hours: Monday – Friday, 8:30 a.m. – 4:30 p.m.

website: [registrar.arizona.edu](http://registrar.arizona.edu)