# Academic Programs Subcommittee Meeting Minutes March 14th, 2023

**Voting members present:** Jennifer Donahue, Melissa Goldsmith, Dana Lema, Allison Lee, Dana Lema, Moe Momayez, Holly Nelson, Lisa Rezende, Paul Wagner

**Non-voting members present:** Leah Chavez, Margarethe Cooper, Hannah Edwards, Kailey Gilbert, Rebecca Gomez, Caitlyn Hall, Jessica Kapp, Steve Kortenkamp, Frederick Lewis, Melanie Madden, John Pollard

**Voting members absent:** Shujuan Li, Pat Yango

1. Holly Nelson called the meeting to order at 3:31 PM with a quorum of 6 voting members.
2. Approval of February 14th, 2023, Minutes

Allison Lee moved to approve minutes. Moe Momayez seconded. Motion carried with 6 yeas, 0 nays, 0 abstain.

1. Old Business

**A. New Major: BSBA Business Analytics (Eller)**

This proposal is being reviewed again following OIA approval and an update to the learning outcomes.

Moe Momayez moved to approve. Allison Lee seconded. Motion carried with 8 yeas, 0 nay, 0 abstain.

1. New Action Items

**A. New Certificate: Food Safety (CALS, Dept. of Animal and Comparative Biomedical Sciences)**

Presented by Margarethe Cooper and Leah Chavez.

This is a 13-unit, non-degree seeking undergraduate certificate, it will include required course work that is already offered in person in a 7-week format, we are hoping to also be able to offer through Arizona Online. There is practicum meant to give students an experiential learning opportunity that cannot be achieved purely through academic work. We also will be offering scholarships as well to help make sure students who are in need of a solid foundation will have the ability to complete the certificate.

**Q:** Regarding the prerequisites and required courses, I noticed that microbiology is listed under both categories, is this an error?

**A:** Yes that is an error, we will correct.

**Q:** Regarding the course prerequisites, are students required to have 10 credits before enrolling in Microbiology 205?

**A:** Yes, we are also approved Microbiology 204, this course has also been added as a prerequisite and will be a way to give students a solid foundation so that they can be prepared for the other courses in the certificate. The 205 does have prerequisites that can be a barrier to students, however the 204 we are working on approving should solve this issue.

**Q:** With the way this is laid out, some students would need close to 20 credits before being able to complete the certificate, pushing the process closer to that of an associate degree before even starting the certificate. Would this be an additional barrier to students?

**A:** There are different pathways, some food safety professionals may already have those credentials with the associates. We have found some of the upper division work to be the major barrier for most students. The 204 will eliminate some of the barriers created with 205, and would enable students to then take 380R, 437, 494 and then 377.

**Q:** Regarding the prerequisite box, it’s just one of those three classes they need to take, correct?

**A:** Yes, that’s correct! We will revise to make this clearer on the proposal.

**Q:** It looks like 437 has Chem 152 as a prereq, can you confirm?

**A:** We will double check that and see about removing it.

Committee will approve pending the clarifications and edits to the proposals. The main thing that needs to be resolved is the prereq of CHEM 152.

Paul Wagner moved to approve pending proposal updates. Jennifer Lynn Donahue seconded. Motion carried with 7 yeas, 0 nays, 0 abstain.

**B. New Certificate: Leadership Experiences and Development (Science, Planetary Science)**

Committee notes that prerequisites are stated to require instructor consent and states that it is odd that students would need to receive approval for each course. Committee will address in QA as this could be related to the house numbered courses.

Presented by Steve Kortenkamp and Hannah Edwards.

We have been working on this program for a number of years, it has been around for about 25 years but it has only been in the last 8 years that we have added the internships and a second level of the professional development. We thought that with the number of students that have come through all of our courses, we would like to be able to offer them some kind of recognition. When the undergrad certificate program was originally started, we realized it would be perfect for the situation. Each year we have 3 – 11 students who are vocal about their desire for the certificate, that was also a huge factor in us pursuing this.

**Q:** Seeing as you are only expecting to push through around 10 students, the instructor consent is understandable. However, if this were to explode to 50 – 60 students, would that cause an issue with that requirement being met by instructors?

**A:** We have discussed that situation before, as of right now 50 – 60 would likely be our max with our current support and structure, after that point, we would look to additional funding to hire a new instructional specialist or lecturer for additional support.

**Q:** I noticed you had options for both a preceptor pathway and non-preceptor pathway, is there an application process to get into the preceptorship and is there a capacity to that pathway in the instance that someone does not have independent study framework to apply this to?

**A:** In the past we have had between 150 to 200 preceptors that our program served each semester. We are absolutely comfortable supporting that and capable as we have done so previously. All students need to sign a contract that we help provide as an extension of the syllabus. They sign it with the professor they are interested in preceptoring with, the professor then gives approval. The preceptorship is all managed through us as a form of protection for both the student and professor in the case that something were to go wrong. If they do not have a preceptorship, they can still enroll in the class and do the non-preceptor project.

**Q:** Regarding the learning outcomes, you have 7 tied to your certificate. With the fact that most programs only have 3-5, can you talk about how you plan to assess each learning outcome effectively?

**A:** Usually our courses have 3-5 learning outcomes within themselves, so in combining these 4 courses into this program we tried to cover all of our bases, resulting in the 7 learning outcomes. If the assessments are done in the two courses, workshops and internships then we should be able to manage. Our path to track students is fairly unique, students will take 297, then 397, 393, and 493.

**Q:** I understand that the preceptor credit courses and workshop courses are distinct, however they both seem to be 3 credits, do the workshops meet the standards for the description of a unit?

**A:** Yes, the credit for the preceptor is incorporated into the workshop itself. On a previous modification, we were asked by registrar to split the grade 1/3rd from the preceptorship and 2/3rd s from the workshop. We adjusted our contact hours to meet this request. If a student is taking a different preceptor credit, they would not be eligible for the 297 outside of the non-preceptor track. This is part of the reason we have the preceptor contract to ensure students are getting the amount of hours required while not going over that threshold.

**Q:** Considering you are allowing up to 3 units of double dipping, how do you manage or monitor this?

**A:** Some students will take a preceptor course or workshop in a different department and may want to use that as a substitute for one of our workshops. For example we could substitute another preceptor course for the 397, however they would be on a case-by-case basis.

Committee requests to see preceptor contract.

Committee notes that the program is unique in the fact that it is more experiential learning without much foundational content. The preceptorship contract they offer seems to be loose in its categories. Another committee member states that they are familiar with the structure as their college had done something similar and that there is a solid foundation with materials and reading throughout the courses. Committee also notes the creation of the certificate being in response to student request.

Allison Lee moved to approve. Melissa Goldsmith seconded. Motion carried with 8 yeas, 0 nays, 0 abstain.

**C. New Major: Geosciences and Society (Science)**

Presented by Jessica Kapp

We had a BA in our department a long time ago but haven’t had one for the past 20 years. This was driven by interest from students in our Gen Ed courses who are really interested in Geoscience but aren’t necessarily on the science track or prepared for the requirements for our Bachelor of Science Degree but still are interested in issues surrounding the earth and society like climate change policy. We have been talking for a few years about creating a Bachelor of Arts that would still be a science degree in the sense that it would require them to take a number of geology courses to give them a strong science foundation but also have space for them to explore different social sciences such as public policy, law, science communication, writing, etc. This has been worked on with our Associated Department Head, Andy Cohen, research was done on other departments around the country and what their BA’s looked like. We really only found one other we found that was similar but not quite the same. Most degrees are similar, but geology lite or very environmental science focused. We wanted this to be different, to both attract a different type of student and also to not impede anyone else on campus doing environmental science type degrees. Students will take either one either chemistry or physics course, two math courses, and then six geosciences courses, one application course in GIS or another information systems course, two science electives, before wrapping up by taking 12 units from a pre-law track, writing and journalism track, or policy track. These are all courses we have looked into and talked through with department heads.

**Q:** Did you have any collaboration for the pre-law emphasis described? I didn’t see any documents regarding that.

**A:** I did get a letter, but it came after the deadline, I will get it to Melanie so that everyone can see it.

Paul Wagner moved to approve. Lisa Rezende seconded. Motion carried with 8 yeas, 0 nays, 0 abstain.

**D. New Major: Bachelor of Creative Intelligence and Innovation (Honors)**

Committee member asks for clarification on if there are other majors on campus that require students to have two majors. Curricular Affairs states that there is one in the Eller College of Management being the BSBA in Entrepreneurship that requires students to have a primary Eller BSBA Major to earn the secondary Major. This would be the first and only non-standalone degree that would require students to have a BA, BS or other primary degree before they could declare this one.

Presented by Caitlyn Hall, John Pollard, and Kailey Gilbert

What we are proposing is a brand new Bachelor Program, not being a BS or a BA but a concurrent degree in which students would need to have a primary major and this program would be in addition to that. It will be exclusive to honors students with the idea being that this is a trans-disciplinary degree that takes from all different disciplines including but not limited to business, arts, humanity, and science in order to work to solve problems in a more holistic manner. Right now the Honors college has two minors that are interdisciplinary minors, one is called Health and Human Values and one called Future Earth Resilience. We hope to add Creative Intelligence and Innovation to our roster of degrees to distinguish ourselves from other schools in the country on what Honors Education means. These degree programs will map on top of the other degree programs that students have. We want to afford enrichment opportunities to students who really want to add that next level.

**Q:** Would you allow someone to take this program if they already had completed a degree?

**A:** Yes, for example they are a rising sophomore working towards a physiology degree we would welcome them in. As long as the student had another degree. There was a University in the UK that tried to do this as a standalone degree and it didn’t work out, we are committed to not offering this as a standalone program.

**Q:** It looks like here in the United States the acronym BCII describes a Biomedical, Computing, Imaging and Instrumentation degree, are there any problems with having identical acronyms for two different degrees?

**A:** We refer to it as BCII for ease of use in communicating what the degree is. That is something that we will think about as we remarket and brand this. We are partnering with University of Technology Sydney but we are hoping to evolve this program and make it our own. We are willing to change the acronym if needed.

**Q:** Given that this is a rather unusual model for the University of Arizona, is there a reason you are pushing this as a bachelor's degree instead of a minor like your other programs?

**A:** We wanted this to be something that is more robust than a minor. We are also very compelled by innovating in this space by offering this concurrent degree that is not a stand-alone but an addition. I could see us developing a minor around this in the future, but we would like to see the major approved and established beforehand.

Committee member notes that the reason for creating this is to distinguish the Honors College from other honors colleges in the US, which is different from the LEAD certificate which was created in response to student demand. Another member states that the two majors feel like a lot and notes concern over the perception of the wider University of Arizona community as a whole. This is not necessarily something that can be amended to address these issues. Multiple committee members express doubt that the students in their programs would be able to handle taking a second degree on. Finally, the Committee notes issue with one of the learning outcomes including the verb “Understand” as it is not something that is measurable. Leaning outcomes also have multiple concepts that seem vague and difficult to measure in a standardized way.

No motion to approve. Following the completion of the minutes the committee will review and determine the best feedback to relay to the proposers.

**E. New Major: BA in Science (Science)**

Presented by Rebecca Gomez

We designed this degree program to be maximumly flexible for students. We wanted to have a BA and BS that student could opt to take and pair with another major, even from another college. We want to enable students who may be interested in having knowledge of science while not necessarily wanting to apply that in their careers in a lab setting. We do plan to expand to other colleges and we are currently talking with other departments and trying to figure out which courses would work best. After students take the foundational courses, they take a math course (S-strand for BS, M-strand for BA), a statistics course, and 4 courses from the basic sciences (Biology, Chemistry and Physics, any combination). We then have a middle layer of 100 and 200 level courses that once completed will allow students to go on to a wider array of more advanced classes. We have students complete a capstone in order to ensure we have met learning outcomes as well as having the students reflect back on what has been covered. Next they will go on to the higher level courses. In the BS program they will take 8 additional upper division electives where 4 would be in one area while the other 4 could be in any other area. The current areas we have are listed as such: Psychology; Earth Systems and Sustainability; Genetic, Cell and Molecular Biology; Ecology, Evolution and Animal Behavior; Biochemistry; Neuroscience; and Cognitive Science. There is also potential for adding new areas. In the BA, instead of taking the 8 upper division electives, students would take 5 courses with 3 courses from the same area and 2 courses up to the student’s discretion.

**Q:** If a humanities student decided they wanted to do this major, would they be taking the same intro Biology, Chemistry and Physics classes any other pre-med student would take?

**A:** There is flexibility in what the students can take, medical school students can take a higher level of physics though it is not required. The one listed is the most accessible level of Physics while still being acceptable for medical school requirements.

**Q:** Did you include OIA approval for your learning outcomes?

**A:** I have worked with OIA, We have the curriculum map but it was mistakenly not submitted.

**Q:** As someone who does program assessment, how will you assess your program with such big objectives that relate to so many different fields of study?

**A:** With our curricular map, we have categorized all of our courses based on learning outcomes, however that is obviously not the most efficient way to ensure that we are capturing those direct and indirect measure. This was one of the reasons for our Science Capstone, we plan to have a committee made up of representatives from our participating departments who will review student performance annually. When it comes to assessing the degree program, we would make changes in the curriculum as a function for how students are meeting those outcomes.

**Q:** Have you given any thought to putting forward this proposal with individual subplans or emphasis areas as a way to have unique learning outcomes for each?

**A:** That was considered; however, we are only required students to take 4 out of 8 courses in the BS and 3 out of 5 courses in the BA. From the point of view of trying to manage this without having to over-burdening other colleges we though that handling this through the PSY 401 course would be a helpful way to do this. We will be tracking DEW rates as an indirect way of reflecting student success. We will also have class assignments and reflections for students to do where they could reflect on what they have chosen for their emphasis.

Committee member notes that the learning outcomes are the same between the BS and the BA. It also seems as though the courses selected are driving the need for the objectives rather than the other way around.

Dana Lema moved to approve pending OIA approval. Paul Wagner seconded. Motion carried with 7 yeas, 1 nays, 0 abstain.

**F. New Major: BS in Science (Science)**

Presented by Rebecca Gomez

See item previous item (IV.E) for details.

Dana Lema moved to approve pending OIA approval. Paul Wagner seconded. Motion carried with 7 yeas, 1 nays, 0 abstain.

1. Holly Nelson adjourned the meeting at 5:05pm

*Respectfully prepared by Frederick Lewis*