**Academic Programs Subcommittee Meeting Minutes**

**November 14th, 2023**

**Voting members present**: Jennifer Donahue, Melissa Goldsmith, Allison Lee, Dana Lema, Shujuan Li, Michael McKisson, Ross Nemeth, Lisa Rezende, Jennifer Schnellmann, Paul Wagner, Moe Momayez.

**Non-voting members present**: Melanie C. Madden, Holly Nelson, Rachael Ronald, Kristina Currans, Daniel Kuhlmann, Samantha Orchard, Matthew Recsetar, Kelly Jackson, Konrad Zinsmaier, Maria Rodriguez, Christina S. Collberg, Ellen Riloff, Martin Marquez, Bryanna Andrade.

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1. **Lisa Rezende called meeting to order at 3:32 pm.**
2. **Approval of the**[**October 10th, 2023, Meeting Minutes**](https://academicadmin.arizona.edu/sites/default/files/2023-11/APS%20Mtg%20Minutes_October2023.docx)
	1. Allison Lee motioned to approve. Paul Wagner seconded.
		1. Motion carried unanimously with 11 yeas, 0 nays, 0 abstentions.
3. **Discussion Item**
	1. [**SBS Core (SBS)**](https://academicadmin.arizona.edu/sites/default/files/2023-11/sbs_core.pdf) presented by Rachael Ronald
		1. The 3-3-3 SBS core will create a college identity that coalesces around the 3 categories shown in the proposal. Social and Behavioral Sciences is a large, diverse college both in terms of student body and the types of degree programs and academic units. It can be a challenge for SBS students to coalesce around this identity. Working with different student focus groups in the college helped to understand the student experience. One of the things that came up was our tagline of “A Just World, Together.” We also want to address some of the gaps on why students are leaving the college or the university, and that was what ultimately was the driving logic behind what we want to accomplish with the 3-3-3 core.
		2. There are three different categories within the core.
			1. Explore SBS
				1. Students can take courses to explore an area they might not otherwise take but which still connects to SBS’s mission and value proposition.
			2. Connect to Culture
				1. This helps students to engage in some SBS departments (AIS, JUS, LAS, MAS, MENAS), a necessary part of an undergraduate student’s education, especially if they are graduating with an SBS degree, that they are able to have some intercultural competency.
			3. Skill Up
				1. This is a 3-unit requirement that can be stackable with 1- and 2-unit courses. It allows students to gain skills through internships, study abroad, undergraduate research, or a career prep course. This helps students with applied skills and resume building that will help them hit the ground running after graduation.
		3. Q: I couldn’t see units on all the classes. Are there a couple different pathways, or would they be limited to one-unit classes?
			1. There are some different pathways, we are also in conversation to bring together SBS 311 and 411 as a hybrid version and making it a 3-unit and bringing in some elements from core. We are aware that not every student can take an intensive hands-on internship, and that is why there are different pathways for us to see how students can navigate and experience this category.
4. **Old Business**
	1. [**New Major: Bachelor of Science in Real Estate (CAPLA)**](https://academicadmin.arizona.edu/sites/default/files/2023-10/Proposal_BS-Real%20Estate.pdf) presented by Daniel Kuhlmann and Kristina Currans
		1. This new major changed from Bachelor’s in Real Estate to Bachelor of Science in Real Estate. This was originally going to be a Bachelor of Science, but due to some inconsistent advice on what was required to be a Bachelor of Science, we ultimately decided just for ease and clarity to just be a Bachelor of Real Estate. When the proposal was submitted and routed to U-CAAC, the committee advised that a Bachelor of Science would be beneficial, and once we saw what was required from the regents to be a Bachelor of Science, we decided to change to Bachelor of Science in Real Estate, since our curriculum was in alignment with the requirement and no changes needed to be made.

Paul Wagner motioned to approve. Moe Momayez seconded. Motion carried unanimously with 11 yeas, 0 nays, 0 abstentions.

1. **New Action Items**
	1. [**New Certificate: The Science of Cannabis (CALES)**](https://academicadmin.arizona.edu/sites/default/files/2023-10/Proposal_UG%20CERT_Science%20of%20Cannabis.pdf) presented by Samantha Orchard and Matthew Recsetar.
		1. This has been a long time in the planning stage, but I think it is a huge need for the university, it is also a way to generate funding and also get a lot of interest from outside the university.
		2. We have an existing major in Sustainable Plant Systems and within that we have a controlled environment, agriculture subplan and some of our students in both that program and our Plant Sciences degree have expressed interest in going into the cannabis industry. We would like to be able to offer them a credential to say that they have received specialized training in this area. We want to be able to grow in the cannabis industry and provide training for students to end up in the industry within Arizona.

Q: How would you supervise that students are fulfilling their internship at a place that follows all Arizona guidelines.

A: We have been building relations with some of the local cannabis operations and have been working hard to identify the ones that we think are following the rules and are state of the art, who are doing things right and also interested in partnering with us. We have also been working with them to help develop what the internship will entail. We are very carefully choosing which companies will provide the internships.

Q: Would students be required to go from a list of people who you have relationships with, or would they be able to find their own and use that for credit?

A: We might make an exception for that, but we will have designated spots at a number of different operations, and we're looking for ones that are vertically integrated, so that not only can they get experience going through different aspects from cloning and cultivation and harvesting, but also processing. Some of the operations have lab testing so that way they can really understand the full spectrum of what the cannabis industry really offers. We don't want someone being narrow, we want them to kind of get a well-rounded experience.

Q: Are there different licensers that need to come into play for the UA to be able to grow cannabis? On the back end, you grow, you cultivate and then what?

A: There are 2 different licenses. We are only growing hemp, just to clarify. Which is essentially the same crop, just has a different THC content through different hybridization. Right now, we're doing just the cultivation up until the harvest process, which is done under a grower’s license which we have, and then there's also a processing license which we would like to add. The first growers license is $1,000 a year. The processing license is $2,000 a year, but the processing would allow us to invite a wider range of students because there are a lot of things on the processing end that a lot of people are interested in that aren't necessarily in sustainable plant systems, but they could be in retail sciences. Adding the processing component is kind of an important step in the growth of the program.

Q: From a marketing standpoint, if all you are growing is hemp versus the title of the program is cannabis cultivation and development, is that misleading in some type of way?

A: No, I think that through processing we will be able to isolate different cannabinoids like CBD, different terpenes and various other secondary metabolites, so that, separate from this, we can create a processing facility where students can grow and then process and then make their own products, whether it's lotions or balms, or a number of products. That is kind of like forward thinking, but we'd like to get there eventually. So, the differences between growing hemp and cannabis, they're the identical crop and by looks, you couldn't really tell the difference. This crop just doesn't have the THC levels that a regular cannabis operation would have. The students are essentially getting the exact same experience.

Ross Nemeth motioned to approve. Paul Wagner seconded. Motion carried unanimously with 11 yeas, 0 nays, 0 abstentions.

* 1. [**Disestablish: B.S. in Nutrition and Food Systems (CALES)**](https://academicadmin.arizona.edu/sites/default/files/2023-11/NAFS%20BS%20Request%20to%20Disestablish_CA%20Approved.docx) presented by Kelly Jackson
		1. This Bachelor of Science degree was created in conjunction with Social and Behavioral Sciences, they have a complementary B.A. in Food Studies. We were offering them together jointly with shared curriculum. What ended up happening is we're competing for students. We were trying not to do that, but we ended up competing for students and those who were coordinating those programs really felt like they were redundant. The programs ended up just being too redundant. They were confusing for students. We couldn't really delineate what was in terms of jobs and careers that were specifically for one degree or the other. We had a lower enrollment than the B.A. degree. Our enrollments have been going down for the past 2 years. We've only offered it for a handful more years than that. We're not really seeing it growing, we didn't really feel like it was a sustainable program. We only had one faculty member that was teaching in that area and felt like it was just best to close our program. SBS is going to keep their B.A. program in Food Studies. That is the general big picture overview.

Q: What is the plan for students who plan on moving to the BA? Would their units be transferred, or would they be missing some credits?

A: There is a shared set of core classes between the B.A. and the B.S. that the students can take, and they can also take a capstone together. What we are planning is giving students the option of moving over to the B.A. and most of their credits will be transferred, or we can deliver the courses If students want to complete the degree in our program. We are giving them the choice and there's a lot of flexibility in the elective blocks for both majors, and so we're thinking if students switched over to the B.A., all the shared core courses would be moved, and the electives would be flexed into those different areas.

Paul Wagner motioned to approve. Jennifer Donahue seconded. Motion carried unanimously with 11 yeas, 0 nays, 0 abstentions.

* 1. [**Disestablish: Minor in Nutrition and Food Systems (CALES)**](https://academicadmin.arizona.edu/sites/default/files/2023-11/NAFS%20Minor%20Request%20to%20Disestablish_CA%20Approved.docx)
		1. Refer to section V. point B. for more information.
	2. [**New Major: B.S. in Neuroscience (Science)**](https://academicadmin.arizona.edu/sites/default/files/2023-11/Proposal_BS%20in%20Neuroscience_0.pdf) presented by Konrad Zinsmaier and Maria Rodriguez.
		1. The major rationale is to generate a neuroscience undergraduate program that is really streamlined to neuroscience. The data tells us that these programs are very successful. We designed a program that considers the pre-med status, and has all the courses that pre-meds really need, except for one psychology course. We wanted to generate a strong major in neuroscience here in Arizona. We already have a joint major, the Neuroscience and Cognitive Science major, but its neuroscience track is not fulfilling what you have in a regular neuroscience undergraduate program. In the joint major, the goal is to provide a big overview of neuroscience and related areas such as cognitive science. The goal of the NSCS major is different to what we really want to do now.

Q: Is it possible to graduate with a B.S. in Neuroscience, and not take an ethics course?

A: As an undergraduate student yes, as a graduate student no.

Q: In terms of advising, between the joint degree and this degree, is it going to have the same advising pool or how would students know which direction is right for them?

A: Initially, for the first year, we'll use the same advisors and then hire new advisors that will be specific for this major. As the enrollment numbers increase, it is very difficult really to predict enrollment numbers. We did some surveys and students are very interested, but how does that really translate to enrollment? We want to ramp up the advising enterprise as needed.

 Dana Lema motioned to approve. Paul Wagner seconded. Motion carried unanimously with 11 yeas, 0 nays, 0 abstentions.

* 1. [**New Major: B.S. in Artificial Intelligence (Science)**](https://academicadmin.arizona.edu/sites/default/files/2023-11/Proposal_BS%20in%20Artificial%20Intelligence_0.pdf) presented by Christian S. Collberg, Ellen Riloff, and Martin Marquez.
		1. The goal for this proposal is to train students for career paths that include AI application development. That is building applications that are based on AI techniques for healthcare, transportation, natural language, robotics and so on. Also, AI technology, which is machine learning, computer vision and so on. We also want to support students with an interdisciplinary interest. Students will be required to acquire a foundation in computer science, serious math, and AI theory, and also need to be proficient in systems development.

Q: Is the ethics and computer science course required to graduate with the degree?

A: Yes.

Q: This major is pretty packed, is there space for students to take a minor or how would that work for students?

A: In our current degree program, the B.S. in computer science, we have many students who pursue dual majors with mathematics. Some pursue minors and other related fields like electrical computer engineering, and we have students that can do that as well. Since the university requires 120 total units and our program is 54 units, there's plenty of room for them to be able to take and complete our major, and possibly with some double dipping minors and complete their general education requirements all while fulfilling the 120 credits requirements.

Michael McKisson motioned to approve. Moe Momayez seconded. Motion carried unanimously with 11 yeas, 0 nays, 0 abstentions.

1. **Meeting Adjourned at 4:28 pm.**

Respectfully submitted by Bryanna Andrade