**Undergraduate Council Meeting Minutes**

**April 9th, 2024**

**Voting members present**: Lisa Rezende (proxy for Holly Nelson), Amanda Sokan, Travis Spence, Paul Wagner, Jeremy Vetter, Joost Van Haren, Michael McKisson, Shujuan Li, Allyson Roof, Jennifer Donahue, Dereka Rushbrook, Melissa Goldsmith, Karin Nolan.

**Non-voting members present**: Cassidy Bartlett, Sharon Aiken-Wisniewski, Kian Alavy, Cindy Williams, Melanie Madden, Bryanna Andrade.

1. **Lisa Rezende called meeting to order at 3:42 pm.**
2. **Approval of**[**Minutes from the UGC Meeting on March 12, 2024**](https://academicadmin.arizona.edu/sites/default/files/2024-04/UGC%20March%202024%20Meeting%20Minutes.docx)**– Lisa Rezende (proxy for Holly Nelson), Chair**
	1. Melissa Goldsmith motioned to approve. Michael McKisson seconded. Motion carried unanimously.
3. **Reports:**
	1. **Academic Administration Report - Greg Heileman, Vice Provost, Undergraduate Education**
		1. No report.
	2. **Arizona Online Report – Caleb Simmons, Executive Director for Online Education**
		1. No report.
	3. **Distance, Continuing Education Report –Tanya Hodges, Senior Region Manager, Yuma and Executive Director for Business Initiatives, Economic, & Grant Development**
		1. No report.
	4. **Advising Resource Center/ Advising Community Report – Sharon Aiken-Wisniewski, Assistant Vice Provost, Academic Advising**
		1. The Advising Resource Center is revamping some of the training materials for advisors. By August, it will be a different look and feel for the advisor handbook and the advising resource webpage.
		2. The A Center, which works with no major-selected students and some pre-professional students, will be offering a major declaration day on Thursday, May 2nd from 2:00 pm to 4:00 pm, and this is an opportunity for students and guests to celebrate the selection of their major.
	5. **Registrar's Report - Alex Underwood, Registrar**
		1. Registration for Summer/Fall 2024 has begun. April 8th was the first day for juniors. Sophomores begin on Thursday, April 11th, 2024, and First-year students begin on Monday, April 15th.
		2. A new map-based classroom website has been launched to replace the CTS website.
		3. Open forums have been happening, and the last forum for the spring semester will be on April 23rd, 2024. The theme is Ask Us Anything.
	6. **University-wide General Education Committee Report – Jeremy Vetter, UWGEC Chair**
		1. Some effort has gone into improving the proposal review process, but complications have arisen over the changes that need to be made. I have received some good suggestions on improving it, but there is a concern about moving toward a new course proposal review system that we need to adjust to before making any further changes.
		2. The second big issue is with the American Institution and Civic Learning requirement for ABOR, and significant progress has been made. There will be an update on the next UWGEC meeting from the GenEd Executive Director, Susan Miller Cochran, about the following steps to come.
		3. A new issue has arisen with success courses. We have been responsible for reviewing and approving these courses when they are not GenEds. The criteria for these courses have not been revised for some time, and some concerns have arisen by the UA Library representative about whether some information literacy is not really reflecting the current success courses guidelines. We will start a discussion soon about how to move forward with this.
		4. Another issue discussed with the Executive Director and various administrative offices around campus was transfer credits, AP credits, and other exam credits and how they interface with GenEd. This is an interesting conundrum because of the new design of the GenEd system. There are exploring perspective courses (EP) and building connections (BC) courses. The exploring perspective courses tend to transfer reasonably well into the AP courses, transfer courses, etc., because they tend to be in one area. The building connections courses are unique to our system and haven’t transferred as well, and we end up with many students who take a lot of EP courses or BC courses. The issue is that UWGEC or any centralized body is not responsible for the equivalency of these courses; they are determined by departmental decisions. It is very decentralized, and it is inconsistent in terms of the kinds of credits that are granted. We are trying to rationalize the system and make it more consistent. We will also address the conundrum of BC versus EP courses and how well they can be made of course equivalency.
	7. **Subcommittees:**
		1. **Academic Programs Subcommittee report on March 26, 2024 – Lisa Rezende, Chair**
			1. Look at item IV.
		2. **Curriculum & Policies Subcommittee report on**[**March 26, 2024**](https://academicadmin.arizona.edu/sites/default/files/2024-04/CPS%20Minutes%203-26-24.docx)**– Joost Van Haren, Chair**
			1. We discussed the course type and agreed on an articulation of the studio component. We then sent it back to be finished and made sure all colleges were okay with the modifications and kept in the loop on what is being proposed.
			2. The bachelor’s degree requirement of multiple majors and degrees policy is interesting in that you would need 30 more units with subsequent degrees than concurrent degrees for undergraduates. After discussing this matter, we sent this back to the Registrar’s office to gather more data to see how many students are being affected and the original intent behind those extra 30 units.
			3. There was a discussion around American Institutions and Civic Learning, and we had the subcommittee members go back to their units, get some feedback, and get further feedback on the five potential modes of incorporating it into the whole Gen Ed program.
	8. **UGC Report – Holly Nelson, Chair**
		1. No report.
4. **Consent Agenda Items – Lisa Rezende, Chair**
	1. **New Certificate –**[**Clinical Research Coordination**](https://academicadmin.arizona.edu/sites/default/files/2024-04/Proposal_UG%20Cert%20Clinical%20Research_wAPSedits.pdf)**(COM-T)**
		1. The certificate program is designed for students new to clinical research or seeking to enter a related field. Students in the program will gain a foundational understanding of clinical research coordination, focusing on gaining the competencies and skills needed to begin a career as a Clinical Research Coordinator (CRC). Students will develop competencies in preparing and submitting required documentation, recruiting, screening, enrolling research human participants, and performing follow-up activities. Students will also gain hands-on experience by participating in ongoing research studies.

Dereka Rushbrook motioned to approve. Melissa Goldsmith seconded. The motion carried unanimously with 12 yeas, 0 nays, and 0 abstentions.

1. **Informational Items:**
	1. **Disestablishment –**[**B.A.S. in Early Childhood**](https://academicadmin.arizona.edu/sites/default/files/2024-03/Disestablishment_EarlyChildhood.pdf)**(CAST)**
		1. The primary focus of the B.A.S in Early Childhood was to create early Childhood practitioners who deeply understand how best to meet children's developmental and learning needs from birth through age 8. Through a variety of multimodal instructions, students will gain a more profound understanding of professional skills required within the profession of early childhood. The reason for disestablishing this program is due to low enrollment and resource constraints. These courses will continue to be offered until students are taught out. The BS in Leadership and Learning Innovation is offered in AZ Online. Many course substitutions in the LLI major will be allowed for students completing their BAS in Early Childhood.
	2. **Disestablishment –**[**B.A. in Government and Public Service**](https://academicadmin.arizona.edu/sites/default/files/2024-03/Disestablishment_GPS.pdf)**(CAST)**
		1. Students in government and public service programs learn to evaluate data, argue and communicate effectively, and provide practical solutions to contemporary issues facing our world both today and in the future. CAST is proposing a rename of our BAS in Applied Science with an emphasis on Administration of Justice to BAS in Justice and Global Security. This will consolidate two existing degree programs: the BA in Government and Public Service and the Bachelor of Applied Science with an emphasis in Administration of Justice. The program currently has 27 students. The coursework will remain, and there will be no disruption in our typical offering.
2. **Items for Discussion and Vote:**
	1. **Academic Programs Subcommittee – Lisa Rezende, Chair**
		1. [**New Certificate – Indigenous Languages & Linguistics (SBS)**](https://academicadmin.arizona.edu/sites/default/files/2024-04/Proposal_AILDI.pdf)
			1. The Certificate in Indigenous Languages & Linguistics is an interdisciplinary certification with courses from SBS and the American Indian Language Development Institute (AILDI). This Certificate aims to provide best practices in work that benefits Indigenous language communities with their language revitalization and language documentation efforts. The foci of this Certificate are Indigenous languages and community collaboration. The Certificate in Indigenous Languages & Linguistics is oriented toward community language activists who wish to train in the skills and experience needed to work on maintaining, revitalizing, and documenting their native languages. Students interested in the Certificate can either be speakers or second language learners of their language or individuals who wish to work on Indigenous languages and their speakers.

This proposal was withheld due to needing clarification on units not adding up to 13 but to 14.

* 1. **Share Bylaws Draft**
		1. No report.
1. **Meeting Adjourned at 4:09pm**