**Academic Programs Subcommittee Meeting Minutes**

**January 28, 2020**

**Voting members present:** Fabian Alfie, Wendy Davis, Melissa Goldsmith, David Graizbord, Sydney Hess (for Brennen Feder), Todd Lutes, Anthony Sanchez, Suzie Weisband

**Non-voting members present:** Martin Marquez, Chauncey D. (student observer)

**Voting members absent:** Kelly Leslie, Holly Nelson

1. Chair Fabian Alfie called the meeting to order at 3:31 PM.
2. Approval of November 26, 2019 Meeting Minutes

**A motion was made to approve the minutes, seconded and approved.**

1. Consent Agenda
2. Movement of thematic minors formerly in CLAS
3. Disestablish emphases: BS in Bioinformatics

**The consent agenda was approved as is.**

1. Action Items
2. BS in Precision Nutrition and Wellness – Ski Chilton, Scott Going, Ronnie Mullins

Transdisciplinary program with focus on personalized nutrition/health, not one-size-fits-all approach. Educate students in emerging critical areas of gene environment interactions, nutrition, data science, bioinformatics, and metabolomics, among others. Aligns with strategic plan. Curriculum pulls from 15 different departments. First transdisciplinary program like this in the country, graduates could pursue multiple career/graduate programs. Provided student data from current Nutritional Sciences students.

David asked about the term “Precision Nutrition”. Ski provided information about the development of “Precision” in oncology and therapy. Precision Nutrition term seen in other programs. Suzie commented on biomes. One course in the program has a focus on the microbiomes. Ronnie provided information about the required directed research requirement- allows students to choose an area to research.

**Suzie Weisband motioned to approve. The motion was seconded by Melissa Goldsmith and unanimously approved.**

1. Bachelor of Landscape Architecture – Laura Jensen and Lauri Johnson

Lauri and Laura provided handouts and background related to the previous iteration of the BLA program. The BLA originally housed in CALS, moved to CAPLA. Proposal to re-launch is a result, among many reasons, due to a shortage/demand for landscape architects. Graduates earning the BLA would be work-force ready and would be eligible to be licensed in the field. May be a better fit for students originally pursuing an architecture degree, but leave after taking architecture coursework. Master in Landscape Architecture program is successful and well received by the accrediting board. The school has the faculty, resources, and space to offer the program.

Suzie asked about licensing. Students’ coursework and work with a licensed landscape architect (after graduation) make them eligible for licensing exam. Discussed career opportunities available for students with BLA degrees including private firms, government, designs, and city planning. Growing field that may attract more than their anticipated enrollment numbers. Suzie asked about ASU’s existing program. Both programs align to accreditation guidelines. UA’s program has a strong emphasis on sustainable design including water harvesting and conservation. David asked about the need for landscape architects in Mexico and identifying the need for a program like this in Mexico. School does not have the capacity, but could create opportunities to serve that market. Suzie asked about faculty to teach. Faculty already in place, content developed as part of the MLA.

**Todd Lutes motioned to approve. The motion was seconded by Wendy Davis and unanimously approved.**

1. BAS in Human Services- Sheena Brown

The human services program currently exists as an emphasis in the BAS in Applied Science. Proposal would establish the emphasis as a major, BAS in Human Services. The program has been in place since 2003. Has established community college pathways and serves as a transfer 2+2 program. Going through the accreditation process aligning with National Organization of Human Services and Council for Standards in Human Services Education. The program will be offering/requiring 350 hours of internship as part of accreditation. Students will be work-place ready, services rural communities. Discussed market demand for students in the field.

Suzie asked about student preparation for graduate degrees and social work careers. The proposed program is broad based allowing students to pursue graduate degree programs or other related fields. Suzie asked if there are plans to offer tracks/emphases. Plan to propose tracks/emphases in the future. David asked about how many minors go into social work? Not sure, but can look into it. Would like to distance from narrow focus of social work programs, many students are not pursuing social work licensure. Discussion about second language requirement including university requirement, recommendation for fourth semester proficiency and proficiency exams. Linda discussed CAST’s effort in establishing existing emphases into majors due, in part, to ABOR’s requirement for sub-specializations.

**Suzie Weisband motioned to approve. The motion was seconded by Melissa Goldsmith, and unanimously approved.**

D. BAS in Intelligence and Information Operations- Linda Denno and Paul Wagner

E. BAS in Applied Computing

CAST received Intelligence Community Center of Academic Excellence designation and grant allowing CAST to make it responsive to government and industry needs. Includes three emphases serving different career roles including intelligence, law enforcement, and corporate/government. Had 66 students initially under the existing Intelligence Studies emphasis in the BAS in Applied Science, now have 175 students in the program. Program includes interdisciplinary course offerings, preparing students with career ready skills and linking with partners.

David asked about program designers including ethical components in the curriculum. Program has a core course in cyber law and ethics, discussing development of an ethical agreement for students, and several courses with interwoven ethical components. Linda provided additional history of developing differentiated ethics courses related to the field. Suzie asked about faculty experiences in the field. Paul provided background on a couple of faculty/lecturers. Many students coming into the program are in related professions, but may need a degree for advancement.

Applied Computing currently exists as the Informatics emphasis in the BAS in Applied Sciences. New name better aligns with concerns expressed by iSchool and matches CAST’s BAS vision. Has a holistic and broad focus/approach.

Suzie asked about coursework. Paul provided information on specific coursework including design modeling, user interface, app development, and understanding business processes. Linda emphasized that there is shared coursework with computer science as a remnant of the previous UA South model (main campus programs at UA South).

**Wendy Davis motioned to approve the BAS in Intelligence and Information Operations. The motion was seconded by Sydney Hess and unanimously approved.**

**Discussion after motion:**

**Recommendation from David regarding ethical components and emphasizing the ethical components in the proposal.**

Suzie provided comments regarding core coursework in the BAS in Applied Computing and overlap among the proposed emphases. Todd recommended that the director of the BAS in Applied Computing attend UGC. Wendy reminded members that the program is already in existence and is partially an effort to address ABOR policy. Todd recommended that Wendy reach out to the program director of the program.

**Suzie Weisband motioned to approve the BAS in Applied Computing. The motion was seconded by Wendy Davis and unanimously approved.**

F. Certificate in Data Science and Visualization – Catherine Brooks and Winslow Burleson

G. Certificate in Games and Simulation

Certificate in Data Science and Visualization coursework does not require pre-requisite coursework. Will hopefully attract students without pre-requisite background. Certificate coursework exists and already in place/offered.

Games and Simulation certificate does have some pre-requisite coursework. Certificate will work for students with the pre-requisite coursework including students in computer science, computer engineering, etc. Students in public health may also benefit from the certificate for trainings and simulations. Discussion of efforts to build a holodeck, virtual reality environment. Allows for collaboration and training for students exploring cross-disciplinary applications and fields.

Suzie asked about the core in the Data Science and Visualization certificate. Students are required to complete basic data science coursework. Elective courses provide options for students to get into different topics in data science.

**Wendy Davis motioned to approve both certificates. The motion was seconded by David Graizbord and unanimously approved.**

H. Certificate in Cultural Competency in Mexican/Mexican-American and Border Communities- Patrisia Gonzalez

Support from TUSD, former students in Sunnyside. Innovative program, not many cultural competency certificates available to undergraduates. Notation on transcripts will attract students. Anticipate offering coursework online. Consists of coursework in migration, social justice, and health. Requires capstone experience. Provides solid foundation in critical cultural competency.

David asked about equity and social justice. Does the certificate pursue a specific notation of equity and social justice? Interdisciplinary faculty working in the field with dynamic understandings and frameworks of race and culture. Provide latitude for faculty to explore different ways of approaching these topics. Faculty are having these conversations. David asked if the emphasis is to analyze the construct of social justice as value-laden or to pursue social justice as variously configured or both? Applied program, apply in the community. Have students working in research. Faculty and students will gain experience and knowledge from different frameworks. David asked if the certificate can encompass people of different political viewpoints. Can students come to a concept of social justice that differs from those discussed or will students be stigmatized for having different concepts/viewpoints? The faculty have these conversations all the time. Have dynamic classrooms allowing students to have their own opinions, dynamic and varied community. Suzie asked about the capstone experience. Students take lectures, guided by faculty, and work with the community.

**Todd Lutes motioned to approve. The motion was seconded by Wendy Davis and unanimously approved.**

1. Meeting Adjournment