**Academic Programs Subcommittee Meeting Minutes**

**December 12th, 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, Bryanna Andrade, Christina Garcia, Phil O’Hara, Dee Belle-Oudry, Bryden R. Cais, Laurie Varecka, Laura Miller, Cheryl Lacasse, Timian Godfrey, Joan Shaver.

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1. **Lisa Rezende called meeting to order at 3:31 pm.**
2. **Approval of the**[**November 14th, 2023, Meeting Minutes**](https://academicadmin.arizona.edu/sites/default/files/2023-12/APS%20Mtg%20minutes_November%202023_MM%20edits_0.docx)
   1. Paul Wagner motioned to approve. Jennifer Donahue seconded. Motioned carried unanimously with 9 yeas, 0 nays, and 0 abstentions.
3. **New Action Items**
   1. [**Modification: B.S. in Animal Science (CALES)**](https://academicadmin.arizona.edu/sites/default/files/2023-12/Proposal%20Modification%20BS%20Animal%20Sciences.pdf) presented by Christina Garcia and Phil O’Hara

First and foremost, we decided to make changes to the units to the major. There were too many units, and we decided to reduce them to make sure students were graduating in the four-year timeline. Secondarily, we have ensured that our curriculum is aligning with our peer institutions and have courses an animal science student across the board should have and then make sure the emphasis is really specializing in some of the classes that were originally in the core. Last but not least, we are proposing to include more classes from our college and take out some of the general courses that have been in use for a few years.

**Q:** How was that alignment with the peer institutions? How's that going to benefit the students?

**A**: It's going to make us more competitive with our peers. We've been trying to increase enrollment, and we've been losing students to some institutions, for example, University of New Mexico. So, by doing this, we hope to increase the enrollment in our program with that alignment and really homing in on that above, also providing skills to our students so they're more marketable for their employment opportunities.

Dana Lema motioned to approve. Allison Lee seconded. Motion carried unanimously with 11 yeas, 0 nays and 0 abstentions.

* 1. [**Modification: B.S. in Chemistry (Science)**](https://academicadmin.arizona.edu/sites/default/files/2023-12/Proposal%20Modification%20Chemistry%20BS.pdf) presented by Dee Belle-Oudry.

We've been reviewing our curriculum and discussing this for a number of years, but our existing Bachelor of Science in Chemistry was really outdated and very restrictive. For the students to being able to follow the path, they had very little leeway and choice in what coursework to take. There are many math requirements, and lot of physics requirements and that was one of the stumbling blocks for students in the first couple of years of the program. In the first 2 years of the program students saw general chemistry and organic chemistry, and it gave a very limited view of the field because chemistry has a lot of different subdisciplines and so that was one thing we wanted to address and being able to give students more of a feel for the breadth of the field of chemistry. We have been trying to modernize the curriculum and give students more success in the program and make things a little more attractive and retain students to the program. What we've come up with in our new plan is two semesters of calculus and two semesters of physics, which did not change. Chem 181, and 182 is general chemistry, if students take 151, we accept that as well, but the recommended course sequence is 181 and 182. We are introducing some success courses, CHEM 195a and 295a are colloquium courses. CHEM 195a is now being offered this semester and it's required for all our Chemistry and Biochemistry majors. One of the biggest changes is in our foundational coursework. Instead of taking a full year of organic chemistry lecture and lab, what they're doing is taking one semester of organic chemistry that would survey portions of both the previous classes and have the foundational one semester classes in 4 different fields of chemistry and biochemistry. Students have to take one semester of foundational classes and most of those courses should be able to complete in their second and third year. We're going to introduce these two laboratories that are foundational laboratories. One is called the Synthesis Lab, and the other one is a Measurement lab. We'll incorporate some aspects of organic chemistry and inorganic chemistry. We chose some representatives from each area of chemistry, and they will take three upper-level lab classes, but one of those can be direct research. We’re hoping that this will also promote students to elaborate more research in the program. We do have some electives here and the electives list we've expanded compared to what we used to have. We're offering some credits from places like Biomedical Engineering, where if students want to go into a certain area of chemistry, these would be good electives for them to add to their program.

**Q**: Transferring in and out of the major, how is that advising going to work? If someone's going to physiology, they need the 2 semesters. Would they be able toget one of them taken care of, like all that sort of moving around pieces?

**A:** That is not something that we have worked through completely yet, it would depend on the syllabus, and it would depend on the other program to see if it would be able to cover efficiently on what they want their students to see in organic chemistry.

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

* 1. [**Modification: B.A. in Chemistry (Science)**](https://academicadmin.arizona.edu/sites/default/files/2023-12/Proposal%20Modification%20Chemistry%20BA%20.pdf) presented by Dee Belle-Oudry.

Because we changed the BS, we by necessity had to change the BA because the major organic classes are different. We reduced the physics requirement; they take one semester of physics instead of two. There are still two semesters of calculus, and the core requirements are essentially the same for both the BA and BS. These foundational classes, except for the biochemistry requirement, they have to take one advanced level course from all of the specified options. We've reduced that math requirement, and we reduced the physical requirement, which is another stumbling block, and now we have one semester of physical chemistry, one semester of all the foundational integrated labs. The number of units are slightly different, we included that to give students more options to choose.

Paul Wagner motioned to approve. Melissa Goldsmith seconded. Motion carried unanimously with 11 yeas, 0 nays and 0 abstentions.

* 1. [**Modification: B.S. in Data Science (Science)**](https://academicadmin.arizona.edu/sites/default/files/2023-12/Proposal_BS%20in%20Data%20Science.pdf) presented by Bryden R. Cais and Laurie Varecka

We conducted a survey last year of some of our graduates, as well as a number of industry professionals asking them for some feedback on our degree and many of the feedback we received was that this was fine for preparation for graduate programs, but it's not really up to standard when it comes to preparing students for the industry and getting a job right after their undergraduate degree. We wanted to address that in our degree. Data Science is a tricky subject, because it's inherently interdisciplinary, there's a core of mathematics and computer science, but to really see what data science is and does you need massive data sets, i.e., you need applications, and with those 2 things in mind, we redesigned our statistics and data science degree to be more along the lines of our existing degree in mathematics. We have a math degree that has 7 different tracks, allowing students to specialize in different areas. The design takes our existing degree, and it bifurcates the curriculum creating two new tracks. One track is comprehensive statistics which is intended for students who want to go on to graduate study. That's basically the equivalent of our existing statistics and data science degree. The other track is the applied statistics which is really intended for students who want to get a job straight away, working in industry as a data scientist, and then beyond that, we have a few other tracks, one in computing that was designed with the help of the Computer Science Department, that is for students who really want to focus more on the computational aspects of data science and then a track in molecular and cellular biology which is for students who are interested in specializing in Molecular and Cellular Biology, and that was designed with lots of input and help from Molecular and Cellular Biology. The other track, you'll notice is a track that we're calling global in some ways, this is for bookkeeping because we have an endeavor with a Chinese university, the capital University of Economics and Business in China, and they take our courses, we send instructors that we've hired over there to teach our courses, and eventually they get our degree, but they have a number of requirements that are mandated by their university that are somewhat different from things at the University of Arizona, and in order to keep those interests from that enterprise separate, those students will now take this global track in this degree.

**Q:** What is the policy on double-dipping and going towards double majors versus the emphases and how is that advising going to work?

**A**: As we've gotten so far in terms of making decisions about double dipping is just to say that the supporting requirements are going to be double dipping, but we still need to have conversations with the other departments about the courses that are actually part of the major, and what their feelings are with regards to double dipping.

Proposal was moved for further discussion due to missing learning outcomes and curriculum maps for proposed new emphases. Academic Program Subcommittee voted for the proposal to go to Undergraduate Council to be a discussion item and conclude with a vote, pending an updated proposal with learning outcomes.

Allison Lee motioned to approve. Paul Wagner seconded. Motion carried unanimously with 11 yeas, 0 nays and 0 abstentions.

* 1. [**New Major: B.A. in Molecular and Cellular Biology (Science)**](https://academicadmin.arizona.edu/sites/default/files/2023-12/Proposal_BA%20in%20Molecular%20and%20Cellular%20Biology_1.pdf) presented by Lisa Rezende

We're creating a BA from our BS, bringing down a math strand, taking out a semester of organic and adding ethics, writing and requiring statistics instead of having statistics be an option, as it currently is. With many electives, because Molecular and Cellular Biology (MCB) already has many electives to help people with double majors’ completion make it easier to complete online if they need to.

Moe Momayez motioned to approve. Dana Lema seconded. Motion carried unanimously with 10 yeas, 0 nays and 1 abstention.

* 1. [**New Major: B.S.N. in Nursing - Collaborative Education (Nursing)**](https://academicadmin.arizona.edu/sites/default/files/2023-12/Proposal_BSN%20Collaborative%20Nursing%20Edn.pdf) presented by Laura Miller, Cheryl Lacasse, Timian Godfrey and Joan Shaver.

There are really 3 components to this plan that we have. One is the general education requirements for baccalaureate degree that are, in fact, the same as our requirements for the BSN program, two subplans that we have, except for asking them to do two more courses, 6 credits of building connections which they would take at University of Arizona, but the majority of their prerequisite courses would be taken at the community college and have already part of transfer credit scenarios. The unusual thing that we're asking for here, compared to some disciplines, is that they do take basic nursing courses at the community college that are very similar to our basic nursing courses in our programs here at the University of Arizona. They're similar because they meet criteria for accreditation and for the regulatory bodies. We’re asking that up to 40 credits be transferable from the community colleges into their nursing major. In total, that means there could be up to 90 transfer credits from the community college which is a little bit over the current policy we have now, although one of our other universities, Northern Arizona, has had the 90 credits approved by ABOR. After doing the basic courses in nursing that are similar to ours, we've referred to a set of more advanced courses as BSN bridge courses, and these courses are also part of the BSN degrees that we have in our college, and as this plan has been formulated, there would be 26 credits of those bridge courses, plus the 6 credits of building connections, upper division courses as general education for a total of 32 credits. Our current policy, as we understand it, is that you take 42 credits at the University of Arizona, but our understanding is that the policy does allow for fewer credits than that in some cases. Students would take concurrently with the community college courses in three semesters, and then take the majority of courses at the University of Arizona courses in two summers.

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

1. **Meeting Adjourned at 4:35 pm.**

Respectfully submitted by Bryanna Andrade