**Undergraduate Council Meeting Minutes**

**May 7th, 2024**

**Voting members present**: Allison Lee, Paul Wagner, Melissa Goldsmith, Moe Momayez, Holly Nelson, Travis Spence, Michael McKisson, Jeremy Vetter, Karin Nolan, Joost Van Haren, Lisa Rezende, Jennifer Schnellmann, Jennifer Donahue, Amber Rice, Shujuan Li, Dereka Rushbrook, Allyson Roof, Dana Lema, Christopher Sanderson.

**Non-voting members present**: Abigail Sorg, Cassidy Bartlett, Greg Heileman, Alex Underwood, Sharon Aiken-Wisniewski, Craig Wilson, Melanie Madden, Bryanna Andrade

1. **Holly Nelson called meeting to order at 3:30 pm.**
2. **Approval of**[**Minutes from the UGC Meeting on**](https://academicadmin.arizona.edu/sites/default/files/2024-05/UGC_April%20Minutes.docx)[**April**](https://academicadmin.arizona.edu/sites/default/files/2024-05/UGC_April%20Minutes_MM%20edits.docx)[**9, 2024**](https://academicadmin.arizona.edu/sites/default/files/2024-05/UGC_April%20Minutes.docx)**– Holly Nelson, Chair**
	1. Paul Wagner motioned to approve. No opposition was made. Motion passes.
3. **Reports:**
	1. **Academic Administration Report - Greg Heileman, Vice Provost, Undergraduate Education**
		1. We are currently working on workflows getting added into Course Dog, we are trying to get approvals routed with actual signatures into the catalog software that can manage workflows. Some additional training will need to be completed for this new update and on how to use this tool. The goal is to work on it during the Summer and be able to use the workflows in the Fall.
		2. There have been questions about the second language proficiency requirement in General Education for the BA and non-BA. Engineering has its own special treatment, and other colleges are requesting to receive similar treatment. The provost asked that we gather a group to take a look at the GENED requirements and come up with ideas on how to address all of these requests for special consideration. We will try to put a committee together for data collection and benchmarking on how other universities deal with similar situations.
		3. We have five undergraduate programs, 5 graduate programs, and one significant program revision that we are trying to get reviewed by ABOR at the next upcoming meeting, we are just hoping for them to just hear the proposals, but as of now, there is no guarantee unfortunately.

Q: Can you remind us of the five undergrad programs?

A: B.S. in Real Estate, B.S. in Data Science, B.A. in Molecular and Cellular Biology, B.S. in Nursing Collaborative Education, B.S. in Nutrition and Dietetics, and B.S. in Nutrition and Wellness.

Q: Any idea why ABOR is holding that up?

A: It is a tough conversation with them because they believe we should not be creating any new proposals with the financial situation we are dealing with.

* 1. **Arizona Online Report – Caleb Simmons, Executive Director for Online Education**
		1. No report was given.
	2. **Distance, Continuing Education Report – Craig Wilson (proxy for Tonya Hodges, Senior Region Manager, Yuma and Executive Director for Business Initiatives, Economic, & Grant Development**
		1. We are closing out some of the partnerships we have developed over the semester. Right now, I am principally talking about the non-credit space working with Andrea Romero and her team in the Mentor Institute, and we are working on making progress to bring the non-credit space online, and it is geared toward graduate students.
		2. Towards the credit side, we are starting a Master of Science in Business Analytics at the Chandler location, which will begin this summer with some online courses, and then go into fall with hybrid courses.

Q: Can you provide us with what the process would look like in either offering different types of credentials, certificates, or things through continuing education just so that we can start having those conversations internally?

A: From a general standpoint, what happens is alternative credentials are gaining steam all across the country and around the world because it's that skills-based training that employers are looking for at various levels of organization within our institution and institutions like ours, we have a lot of content on a credit side that might do well on the non-credit side. Our whole goal is to be able to take your content from that credit side, offer it on the non-credit side and then have the folks who complete it, stack it right back up and turn those 3 slices back into the one big three credit slice and then continue with your credit-based programs

* 1. **Advising Resource Center/ Advising Community Report – Sharon Aiken-Wisniewski, Assistant Vice Provost, Academic Advising**
		1. We have spent the last two years working on the learning outcomes that would go across campus. It has been a joint effort with advisors across the whole campus and their good efforts were taken on by the Academic Advising Council, the Academic Advising Assessment Committee, and the ARC to start to lay those out based on the chronology of the experience here on campus, and so this year we were able to build out the learning outcomes for orientation that will happen this summer for our students that are entering for Fall 2024. The whole point of doing something like this is to really try to create a foundational academic advising experience here at the University of Arizona and also think about equity across all academic units and programs when it comes to academic advising so that we know that our students are having some common experiences, this does not stop a college or department from going beyond these learning outcomes, it's just trying to establish a foundation. This year for orientation, there are two elements to it, first, this is what they're calling Arizona arrival, and this is where the students will work with academic advising staff on the schedule, and we want to make sure that students know how to connect with their advisor even after orientation. After this scheduling activity happens, they can still go in and they can take a look and maybe think about changes and also be able to think about the courses and explain what that course is, and what the relationship of that course is to their overall degree, and these are things that we're trying to introduce during orientation. Here's another part of orientation, which is Destination Arizona, where the students come three days before classes begin and engage on campus and online in a number of different ways.
	2. **Registrar's Report - Alex Underwood, Registrar**
		1. We redid all our instructor-facing help guides for utilizing the instructor center and ways to be more responsive and easier to find.
		2. The big change for improvement for this grading cycle is the inclusion of the details for the incomplete grade contract being received from faculty directly on the grade roster as opposed to needing to do it afterward.
		3. As of this morning, there are 12,175 undergraduates enrolled for the Summer term, and in the Fall there are 25,162 undergraduates as of today.
		4. This was announced last year by in the fall, we will no longer have Blu-ray players or DVD players in any of the centrally scheduled classrooms, so there's an opportunity to work with the library to have any of your materials that are on Blu Rays or DVDs transferred to the cloud so that you would be able to access them through streaming. If you do need either film or DVD, because I know in some of the classes you're studying the format as well, you can just let us know and we can work with CTS to get that equipment available in any of the classrooms with some notice.
		5. We are in the midst of open scheduling for Spring 2025. Room and Core scheduling hosted a webinar last week for all department schedulers, and the slides and recording is on out website.
	3. **University-wide General Education Committee Report – Jeremy Vetter, UWGEC Chair**
		1. The GENED committee has been working very hard on writing up different things to try and get through the whole docket that we have this year. We are close on having first review on any of the courses that was submitted through mid-April. Some courses are still awaiting resubmission from faculty proposers. There is continually activity going on throughout the whole year and we are trying to clear off the Spring docket, since Summer is approaching, and more commitment will arise.
		2. We are preparing to move through all shared faculty governance is the incorporation of a civic learning or American institutions attribute, which is required by the Board of Regents, it is taken longer to get through to that stage, but next year will be the year that will be moving that proposal through the shared faculty governance review process. There is probably a timeline shared with the curriculum policies committee that Susan Miller Cochran produced in the Office of General Education about how they envisioned it, but for this committee, the most relevant thing is we'll have UWGEC reviewing this by mid-fall, then it should come to UGC towards the end of the fall, first to the curriculum policy subcommittee and then to the full body.
		3. With civic learning, there will be an advisory group, which people who participated in the faculty forums back in February were invited to indicate an interest and the GENED office has now assembled a list of close to 40 people, mostly faculty, but also some advising representatives and other people to begin giving feedback on a kind of occasional basis.
	4. **Subcommittees:**
		1. **Academic Programs Subcommittee report on April 23, 2024 – Lisa Rezende, Chair**
			1. See item IV.
		2. **Curriculum & Policies Subcommittee report on**[**April 23, 2024**](https://academicadmin.arizona.edu/sites/default/files/2024-05/CPS%20Minutes%204-23-24.docx)**– Joost Van Haren, Chair**
			1. For the course type policy, we are making sure we do our due diligence to check with medical and nursing schools and so forth, to make sure the wording of the clinical component is according to what they agree on, and we want to make sure there is no issues with any other colleges, and this will come forth to the full committee up for a vote in Fall.
			2. We discussed the Bachelor and multiple majors, and the discrepancy of the subsequent degrees have 30 more units, and issues were brought up regarding financial aspects. We sent it back to the Registrar's Office to do some more research over the summer and dig into and talk to different groups including the financial office and financial aid office to get that sorted out and make sure that we've done our due diligence.
			3. The credits for community college are about ABOR wanting to abolish the 64 credits that can be transferred from community colleges. We have put a pause on this policy to talk to the deans and take a general look at all the transfer units’ policies and how we can combine and streamline them.
	5. **UGC Report – Holly Nelson, Chair**
		1. Thanks to UGC members whose terms are expiring: Jennifer Donahue, Doan Goolsby, Shujuan Li, Ross Nemeth, Holly Nelson, Lisa Rezende, Amber Rice, Caleb Simmons.
		2. All consent agenda items passed during Faculty Senate, but some items seem to be piling up due to ABOR not reviewing new proposals.
		3. There have been concerns regarding establishing a new academic unit through SBS, which is the School of Global Studies due to the budget concerns, but it did pass, and it will be launched this Summer.
1. **Consent Agenda Items – Lisa Rezende, Chair**
	1. **New Certificate:**[**Indigenous Languages & Linguistics**](https://academicadmin.arizona.edu/sites/default/files/2024-04/Proposal_UG%20Cert%20Indigenous%20Languages%20Linguistics.pdf)**(SBS)**
		1. It's a 13-unit undergraduate certificate focused on training and skills maintaining, revitalizing, and documenting indigenous languages.
	2. **New Certificate:**[**Paramedicine**](https://academicadmin.arizona.edu/sites/default/files/2024-04/Paramedic.pdf)**(COM-T)**
		1. The Paramedic certificate program is designed for students wanting to expand their EMT certification into a higher-level professional certification. Students will take the necessary coursework and spend the required field time tobecome eligible for the NREMT Paramedic certification exam upon completion of this program. Most of the coursematerial will emphasize building theoretical use of paramedic-level skills. Students will then supplement coursematerial by applying learning in various settings to deliver care with healthcare professionals.
	3. **Modification: UG Certificate in**[**Geographic Information Science**](https://academicadmin.arizona.edu/sites/default/files/2024-04/Substantial%20Change-UCERT%20GIS_CA%20Approved.pdf)**(CALES)**
		1. This modification involves adding a class to better bridge the lower division and upper division and to allow students from Community College to apply straight in because they would have had this lower division class and it's going from 10 units to 13 units.

Motion was approved unanimously with 18 yeas, 0 nays, and 0 abstentions.

1. **Items for Discussion**
	1. [**By-laws**](https://docs.google.com/document/d/1JAKEhFEcms2HISBJpc_4ZKaX9R0qDXdq1qtIE-skpA0/edit?usp=sharing)
		1. Holly will try to work with relevant groups and departments over the summer to make sure that those are relevant to the work that we actually do and adequately describe our scope of work.
2. **Meeting Adjourned at 4:24 pm**

*Respectfully prepared by Bryanna Andrade*