**Undergraduate Council Meeting Minutes**

**January 14, 2025**

**Voting members present:** Marie Wallace, Michael McKisson, John Leafgren, Travis Spence, Dana Lema, Karin Nolan, Jeremy Vetter, Dereka Rushbrook, Lisa Rezende, Allyson Roof, Amanda Sokan, Christopher Sanderson, Moe Momayez, Allison Lee, Bobby Torres, Christopher Domin, Joost Van Haren, Melissa Goldsmith.

**Non-voting members present:** Alex Underwood, Cassidy Bartlett, Abbie Sorg, Greg Heileman, Meredith Aronson, Melanie Madden, Bryanna Andrade.

1. **Lisa Rezende called meeting to order at 3:35 pm.**
2. **Approval of Minutes from the**[**UGC Meeting December 3rd, 2024**](https://academicadmin.arizona.edu/sites/default/files/2025-01/UGC-December-2024-Minutes-MM-edits.docx)**– Lisa Rezende, Acting Co-chair**
   1. Minutes were approved unanimously.
3. **Reports:**
   1. **Academic Affairs Report – Greg Heileman, Vice Provost, Undergraduate Education**
      1. We have five programs going up for discussion at the next board meeting—two of them at the underground level. I don’t anticipate any issues, certainly fewer than we’ve had in the past. This may be due to the new budget model or the additional funding now available.

Just a reminder: we’re moving to review these programs twice a year. The next event will take place in September. Curricular Affairs (CA) are compiling a list of all the programs established over the last five years, as requested by the President.

Once the list is finalized, I’ll share it with everyone. CA mentioned they’re already working on it and sent me a preliminary draft. I’ll make sure to distribute it as soon as it’s ready so you can review it. The President just wants to get a better sense of how programs are being developed here.

**Q:** Just to confirm, we’re only going to bring forward new programs twice a year now?

**A:** Yes, that’s correct. It’ll align with the first meeting of the spring semester and the first meeting of the fall semester. The idea is that any programs approved during these meetings will move forward accordingly.

* 1. **Arizona Online Report – Caleb Simmons, Executive Director for Online Education**
     1. No report.
  2. **Distance, Continuing Education Report – Bonnie Taylor, Director of Outreach and Business Affairs and Aviva Doery, Assistant Director, Administrative Support and Strategy**
     1. No report.
  3. **Registrar’s Report – Alex Underwood, University Registrar**
     1. The spring term starts tomorrow, and we’re excited to kick it off! As of this morning, 30,458 undergraduate students are enrolled for the spring semester. We expect this number to exceed 40,000 when students joining through Arizona Online are included.

I’d like to thank everyone who encouraged students to read my emails—it’s great to hear they’re a favorite for some each semester! We had good progress on grading at the end of the semester, despite the later-than-usual timeline. This allowed us to run academic eligibility checks, ensuring students needing to appeal for continued enrollment could do so. Academic advisors and other staff are reviewing those appeals, with decisions expected today for students aiming to return for summer and fall.

A quick reminder: tomorrow is the last day for open scheduling. After that, departments will no longer be able to add or remove sections as we’ll begin assigning classroom spaces for summer and fall.

Lastly, I’m finalizing the academic calendar for 2029–2030, which feels surreal to think about. Thank you all for your ongoing efforts!

* 1. **Advising Resource Center/ Advising Community Report – Sharon Aiken-Wisniewski, Assistant Vice Provost, Academic Advising**
     1. No report.
  2. **University-wide General Education Committee Report – Jeremy Vetter, UWGEC Chair**
     1. Our first meeting of the spring semester is tomorrow. While no actions or proposals have been forwarded yet, we have very few carryover proposals from the fall, so we’re making good progress in the course proposal review process.

We’re also preparing to deliberate on several significant program structural issues. One key topic is integrating civic learning into the General Education (Gen Ed) curriculum. Towards the end of last semester, the Civic Learning and Civic Knowledge Advisory Group presented a report outlining not just the four original models we’ve discussed but also several hybrid versions. This has expanded the discussion, and we’re weighing the pros and cons of various ideas. I hope to provide a clearer update after tomorrow’s meeting.

Another issue tied to this is the discussion about Gen Ed attributes, which are additional elements attached to Gen Ed courses beyond their category, such as writing, quantitative reasoning, world cultures and societies, diversity and equity, and potentially civic learning depending on the adopted model. Currently, these attributes exist in courses, and anyone seeking approval for a Gen Ed course must include one or two attributes. However, they’re not enforced as graduation requirements for students.

In November, the Office of General Education shared a report on how students are engaging with attributes, even though they aren’t mandatory. Interestingly, most students completing all requirements are organically taking nearly all attributes except diversity and equity. This appears to stem from distribution issues within the diversity and equity attribute, which has U.S.-based and international comparative components. Many students are taking the courses but not in the intended distribution.

Advisors have voiced concerns about the potential burden of enforcing attributes as graduation requirements, citing challenges that could delay student progress toward graduation. We’re carefully considering this input as we weigh whether these attributes should remain optional or become mandatory.

This debate intersects with the civic learning discussion because many proposed models treat civic learning as an attribute. If attributes are not required for graduation, we’ll need to explore alternative ways to ensure civic learning is effectively implemented, given that it’s a mandated part of the curriculum.

* + - 1. [OGE November Report.](file:///Users/bryannaandrade/Documents/OGE-November-Report.pdf)
  1. **Subcommittees:**
     1. **Academic Programs Subcommittee report on December 17, 2024 – Lisa Rezende, Chair**
        1. See item IV.
     2. **Curriculum & Policies Subcommittee report on December 17, 2024 – Joost van Haren, Chair**
        1. No meeting for December
  2. **UGC Report – Joost Van Haren – Acting Co-chair**
     1. No update

1. **Consent Agenda Items – Lisa Rezende, Chair**
   1. [**New Certificate: Healthcare Business Management (Eller)**](https://academicadmin.arizona.edu/sites/default/files/2024-12/Proposal_UG-Cert-Healthcare-Business-Management_0.pdf)
      1. The joint Eller College of Management and Zuckerman College of Public Health undergraduate Healthcare Business Management certificate enhances the employability of undergraduate students interested in careers in healthcare.The program is designed with maximum flexibility to allow students to draw from healthcare-related courses in accounting, economics, entrepreneurship, management and organizations, management information systems, marketing, and public health to create a plan tailored to their own interests and career goals.
   2. [**New Emphasis: BS in Education MMDI (Education)**](https://academicadmin.arizona.edu/sites/default/files/2024-12/Substantial-Change-Request-BSED-Mild-Moderate-Final-Version-signed.pdf)
      1. The proposed new Inclusive Education Emphasis, in partnership with UA International and M. KozybaevNorth Kazakhstan University, will build on the BSED in Mild Moderate Disabilities with a focus on inclusivepractices and universal design for learning, to complement NKU’s existing educational programs in theSpecial Pedagogy department: Primary Education, Speech Sciences, and Educational Psychology.
   3. [**New Certificate: Sustainable Tourism and Management (CALES)**](https://academicadmin.arizona.edu/sites/default/files/2024-12/Proposal_UG-Cert-Sustainable-Tourism.pdf)
      1. The online certificate in Sustainable Tourism aims to equip students with the knowledgeand skills necessary to address the complex challenges of addressing sustainability concerns in the tourism industry.Rooted in the principles of conservation, economic viability, and social equity, this certificate is designed to foster anew generation of leaders capable of promoting sustainability within the tourism sector.
   4. [**Modification: BA in Design Arts Practice Print Emphasis to Visual Design (Fine Arts)**](https://academicadmin.arizona.edu/sites/default/files/2024-12/UG_Emphasis-DAP-Visual-Design_CA-Approved.pdf)
      1. The change involves establishing a visual design and consolidating it with a separate sub-plan. This adjustment addresses confusion caused by having two distinct sub-plans. By combining them into one cohesive structure, the process has become more straightforward for students. This is a student-focused change aimed at improving their experience and ensuring the curriculum is easier to navigate.
   5. [**New Minor: Musical Theater (Fine Arts)**](https://academicadmin.arizona.edu/sites/default/files/2024-12/Proposal_UG-Minor-in-Musica-Theater_0.pdf)
      1. Musical Theatre is a genre that combines acting, singing, and dance skills to create a “triple threat” performer. The minor in Musical Theatre will develop and refine skills in acting, dance and voice. Students will take courses in performance classes in various styles including acting, basic musicianship, group voice, scene study, Musical Theatre dance styles, professional development, and Musical Theatre history. This minor can be combined with any major.

All items were approved unanimously.

1. **Items for Discussion and/or vote:**
   1. **Updates to Degree Search & Trellis - Meredith Aronson, Director, CRM and Digital Experience Services**
      1. I wanted to address some challenges with Degree Search and the flow of marketing content for new programs, which has involved multiple units both within and outside of UITS.

We’ve worked diligently to improve this process, and I’ve taken some ownership in reshaping it. Central Marketing is now playing a more active role, shifting the workflow from Drupal, our web content management system, into Trellis Case Management. Previously, the marketing team’s structure wasn’t well-suited for this process, but they’ve agreed to use case management moving forward.

Starting in March, we’ll establish a connection in the system to streamline the process. Once a program is approved, marketing content will be created and automatically integrated into Degree Search. Until then, the web team and business analysts will manually update any new programs to ensure they appear correctly.

I know there were concerns about this, and I wanted to assure the community that while these manual updates will continue for now, the new process launching in March will be much more efficient and robust. Thank you for your patience as we work through this transition.

1. **Meeting adjourned at 4:02 pm.**