**Academic Program Subcommittee Minutes**

**February 25th, 2025**

**Voting members present:** Melissa Goldsmith, Marie Wallace, Lisa Rezende, Bobby Torres, Christopher Domin, Dana Lema, Michael McKisson.

**Non-voting members present:** Jill Hagaman, Sangeetha Venkat, Tejal Parikh, Diana Daly, Melanie Madden, Bryanna Andrade.

1. **Lisa Rezende called meeting to order at 3:32 pm**
2. **Approval of**[**APS December 17, 2024 meeting minutes**](https://academicadmin.arizona.edu/sites/default/files/2025-01/APS-December-Minutes-2024.docx)
	1. Minutes were approved unanimously.
3. **New Action items**
	1. [**Modification: Pre-Nursing Required grade of B or Higher (Nursing)**](https://academicadmin.arizona.edu/sites/default/files/2025-02/BSNDirectAdmit-Nursing-3.0-Requirement-2025-02-12.pdf)
		1. We were asked to eliminate the Pre-Nursing major since it did not lead to a bachelor's degree. While I’m unsure if this decision came from ABOR or university leadership, we moved forward accordingly.

For some time, we’ve wanted a direct admit program to address the challenges of competitive admissions. Under the Pre-Nursing model, we received about 200 applications for only 54 spots, forcing us to turn away many qualified students. Despite efforts to expand the BSN program, demand remains high, leading us to develop the Direct Admit Process to support students from admission through the start of their nursing curriculum.

We identified 11 key prerequisites and set a minimum cumulative GPA of 3.0, with prerequisite courses requiring a B or higher. While the minimum remains 3.0, admitted students typically have a 3.9 GPA. We also align with university policies on grade replacement, allowing students to retake courses. The Arizona Board of Nursing strongly supported this approach, as ASU faces similar challenges in their direct admit program.

As Director of Student Affairs, my goal is to reduce student stress and support success. To further this, we are also removing the HESI exam requirement and other barriers to help students stay in the Direct Admit Program.

 **Bobby Torres motioned to approve. Dana Lema seconded. Motion carried with 7 yeas, 0 nays, and 1 abstention.**

* 1. [**Modification: BSBA Marketing Subplans (Eller)**](https://academicadmin.arizona.edu/sites/default/files/2025-02/Substantial-Change-Request-BSBA-Marketing_2.10.25.pdf)
		1. In the Marketing major at Eller, the core courses are the same as in other Eller majors. Students choose their major in the second semester of their sophomore year, and Marketing is one of the top two choices, along with Finance.

Once students declare Marketing, they follow a structured course sequence. In their junior year, they take foundational courses: Introduction to Marketing (MKTG 361), Marketing Analytics (MKTG 376), Consumer Behavior, and Market Research. In their senior year, they complete electives and a capstone course, Marketing 471, which integrates their learning.

Currently, students must complete three electives (nine credits) to graduate. These electives are flexible, allowing students to choose based on their interests. However, industry trends show that about 80% of our graduates begin in sales roles before moving into other marketing positions. Our Advisory Board has long encouraged us to address this demand.

To better prepare students, we propose streamlining elective choices. While students can continue selecting any electives and earn a Comprehensive Marketing subplan, those who take three designated sales-focused electives will earn a Sales subplan. This allows students to be more strategic about their career paths, particularly those aiming for sales positions.

The goal is to provide students with clearer pathways that align with industry needs while maintaining flexibility in their education.

**Q: The subplans need specific, measurable learning outcomes, but the current phrasing makes them appear non-measurable. Can these be revised to align with assessment standards?**

**A:** Yes, we can rework the learning outcomes to ensure they are measurable and clearly defined. While they have been assessed since last year, their wording needs improvement. We will collaborate with the UCATT assessment team for guidance and send the revised version to Curricular Affairs once completed.

**Motioned passed unanimously with 7 yeas.**

* 1. [**New Certificate: Pathway to Medicine Postbaccalaureate (COM-T)**](https://academicadmin.arizona.edu/sites/default/files/2025-02/Proposal_UGCERT-PostBac-Pathway-to-Medical_1.pdf)
		1. The Pathway to Medicine is a post-baccalaureate certificate designed for University of Arizona graduates preparing for medical school. With many applicants taking gap years—71% locally and 75% nationally—students often lack access to pre-health advising during this time. This program fills that gap by offering personalized coaching, interview prep, and medical school application support.

Students can take additional undergraduate courses to meet medical school prerequisites and enhance their academic records. Some may need specific science courses they didn’t complete during undergrad, and we help tailor their coursework to strengthen their science GPA and overall competitiveness. We also assist with interview preparation and personal statements to ensure they are well-prepared for any medical school application.

The program collaborates with various university departments, including MCB, CMM, and Family & Community Medicine. Rather than creating new courses, students take existing classes while gaining access to faculty resources and pre-med coaching—services that are currently lacking for post-bac students. This initiative addresses a critical need and better prepares students for medical school admission.

**Q: How does this program help improve a student’s GPA after they’ve already earned their degree?**
**A:** The AAMC (American Association of Medical Colleges) categorizes coursework into science GPA and overall GPA. To improve their science GPA, students need to take additional undergraduate or post-bac science courses. Many students assume certain classes will count toward their science GPA when they actually don’t, so we help review transcripts and guide them toward the right courses.

**Q: Who is this program designed for?**
**A:** It serves students who are taking gap years to strengthen their medical school applications, as well as career changers—such as pharmacists, engineers, and social workers—who now want to pursue medicine. We tailor coursework based on individual needs.

**Q: Do students typically already have a science background?**
**A:** It varies. Some have taken pre-med courses years ago and need a refresher, while others, like social workers, may need to complete all prerequisites. We assess each student’s background and recommend courses accordingly.

**Q: What courses are included, and why are some traditional prerequisites missing?**
**A:** The core courses listed are prerequisites for the University of Arizona’s College of Medicine (both Tucson and Phoenix). Some traditional courses, like organic chemistry and physics, are not required by all medical schools. However, if students need these as stepping stones for advanced courses like biochemistry, we guide them to take them.

**Q: If a student has already taken core courses, what do they do in the program?**
**A:** If a student has completed core courses with strong grades, they will take additional science courses to further strengthen their academic profile and GPA.

**Q: Is there a limit on how many previously completed courses can count toward the program?**
**A:** Currently, the limit is 6 units, but we are considering increasing it to 12 units to better accommodate students who have already taken some core courses.

**Q: Are students allowed to take courses from other departments, like MCB or Ecology & Evolutionary Biology?**
**A:** Yes, these can be taken as electives to help meet individual academic needs.

**Q: What’s next for finalizing the program structure?**
**A:** We are reviewing policies on unit limits for certificates and ensuring the program is structured in a way that best supports students’ success while meeting university requirements.

**Q: What’s the overall goal of this program?**
**A:** The goal is to provide structured support for post-bac students, keeping them at the University of Arizona rather than losing them to outside programs. By offering advising, coursework, and application preparation, we give students who struggled early on a strong second chance at medical school admission.

**No motion to approve. Proposal will be revised following subcommittee suggestions and reevaluated with a Qualtrics vote before the March Undergraduate Council meeting.**

* 1. [**New Minor: AI and Society (Information Science)**](https://academicadmin.arizona.edu/sites/default/files/2025-02/Proposal_UG-Minor_AI-and-Society_0.pdf)
		1. The AI and Society minor is being developed by the College of Information Science in partnership with the College of Social and Behavioral Science. It includes courses on philosophy, ethics, and the societal impact of AI, with learning objectives focused on technological literacy, creativity, and professional applications. This no-coding minor is designed to be accessible to students from any field.

As AI continues to evolve rapidly, there is a need for responsible leaders who understand its implications. This minor aims to provide students with the knowledge and perspective to navigate AI’s impact across various disciplines. The program consists of 18 credits divided into three sections. Since the proposal has already been reviewed, I won’t go into the details, but I’m happy to address any questions or concerns.

 **Bobby Torres motioned to approve. Christopher Domin seconded. Motion carried with 6 yeas, 0 nays and 1 abstention.**

**S**

1. **Meeting adjourned at 4:46 pm.**

*Respectfully prepared by Bryanna Andrade*