**Academic Programs Subcommittee Meeting Miniutes**

**April 1st, 2025**

**Voting members present**: Melissa Goldsmith, Michale McKisson, Christopher Domin, Lisa Rezende, Marie Wallace, Moe Momayez, Dana Lema, Jennifer Schnellmann.

**Non-voting members present**: Christine Gronowski, Jameshia Granberry, Keith Swisher, Rebecca Gomez, Bryanna Andrade

1. **Liza Rezende called meeting to order at 3:30 pm**
2. **Approval of**[**APS February 25, 2025 meeting minutes**](https://academicadmin.arizona.edu/sites/default/files/2025-03/APS-February-2025-minutes_0.docx)
	1. Minutes were approved unanimously.
3. **New Action items**
	1. [**New Major: BS in Medical Device Technology Development (COM-T)**](https://academicadmin.arizona.edu/sites/default/files/2025-03/Proposal-BS-in-MDTD.pdf) **by Jameshia Granberry**
		1. The Bachelor of Science in Medical and Biopharmaceutical Technology Development (MBTD) is a multidisciplinary degree proposed by the University of Arizona’s College of Medicine. It was developed to address workforce gaps in the medical device and biopharmaceutical industries by preparing students for a variety of roles that don’t require graduate degrees.

The program was born from collaborations with the Colleges of Medicine, Engineering, Business, Law, Life Sciences, and Tech Launch Arizona. It includes coursework across disciplines without requiring advanced math or biochemistry, making it more accessible. Industry input (notably from Johnson & Johnson and Stryker) confirmed a need for professionals with a well-rounded understanding of business, regulation, and technology—not just science or engineering.

The degree will focus on conceptual understanding of medical devices and biopharma development, including regulatory affairs, business strategy, and communication with both surgeons and engineers. It will not train students to design or build devices (those students will be referred to engineering). The program also includes internships or immersion experiences in summer semesters, and assessments will be handled by faculty or project supervisors.

There is interest in double majoring possibilities, and advisors will work with students to ensure course efficiency and degree compatibility. Career placements are being actively explored, including partnerships and advisory board development with major companies.

**Q: Is this program meant for students who want to design or build medical devices?**
**A:** No. Students interested in design/building will be directed to engineering. This program focuses on conceptual understanding, regulatory processes, and business communication within the medical device and biopharma space.

**Q: What kind of roles would graduates be prepared for?**
**A:** Roles like associate clinical account specialists, product lifecycle managers, regulatory liaisons, or IP/patent support roles. These positions often require cross-disciplinary knowledge, which this program aims to provide.

**Q: How will student internships and field training be supervised and assessed?**
**A:** Internships will be grounded with a faculty member or supervisor. Existing assessment tools from Dr. Slappian and faculty in Family and Community Medicine will be adapted and used across different internship types.

**Q: Has the curriculum gone through the required approvals (e.g., UCAT)?**
**A:** Learning outcomes were submitted, but might have coincided with staff leave. The team will follow up to ensure they’re reviewed and aligned with ABOR expectations.

**Q: What about prerequisites for some of the emphasis courses that require advanced knowledge (e.g., calculus or chemistry)?**
**A:** Advisors will guide students carefully. High-achieving students may double major, and advisors will help prevent course duplication and ensure students are prepared for prerequisites.

**Q: Who are the industry partners, and how will job placement work?**
**A:** Johnson & Johnson and Stryker have shown strong interest in interviewing MBTD graduates. An advisory board and additional partnerships are in development to help place students into leadership or entry-level roles upon graduation.

The vote has been postponed pending a review of the learning outcomes and potential name change; a Qualtrics vote will be conducted afterward

* 1. [**New Major: BS in Science Law (Science, Law)**](https://academicadmin.arizona.edu/sites/default/files/2025-03/Proposal_BS-in-Science-Law.pdf) **by Keith Swisher and Rebecca Gomez**
		1. We introduced a new interdisciplinary degree program that we developed in collaboration between the College of Science and the law school. Our goal in creating this program was to bridge the gap between science, law, and policy, and to equip students with the tools to navigate complex issues that lie at this intersection. We explained how the curriculum is structured to begin with a strong foundation in core sciences, such as biology, chemistry, and physics, before transitioning into specialized tracks that integrate legal and policy coursework. One of the most exciting aspects we shared was the senior capstone course, which we will co-teach, allowing students to apply both scientific and legal reasoning through hands-on case studies. We emphasized that this program is designed for students interested in careers such as environmental compliance, policy advising, or scientific advocacy, and that it can be completed in four years with both in-person and online formats. Lastly, we outlined our assessment strategies, which are focused on building scientific literacy, critical thinking, and communication skills necessary for success in interdisciplinary roles.

**Q: Who will teach the capstone courses and how will student outcomes be assessed?**
A: Each capstone will be co-taught by one law and one science instructor. Students will tackle predefined interdisciplinary problems and be assessed through both oral and written deliverables. Assessment will focus on their ability to apply scientific and legal knowledge effectively.

**Q: Will students define their own capstone problems?**
A: No, students will be given predefined problems relevant to their area of emphasis. This ensures consistency and relevance across the diverse range of emphases.

**Q: What kinds of projects will be featured in the capstone?**
A: Projects may include simulated legislative debates, policy reports, or presentations addressing real-world issues like environmental regulations or tech safety, all requiring interdisciplinary analysis.

**Q: How will students be assessed on scientific thinking?**
A: The first learning outcome focuses on assessing scientific thinking through engagement in authentic lab work and analysis, culminating in the capstone course where their ability to apply the scientific method will be evaluated.

**Q: How are faculty planning to manage assessment with diverse scientific emphases?**
A: Faculty plan to leverage common introductory lab experiences across disciplines and follow up in the capstone with tailored evaluation strategies. They are considering reaching out to specialists in each discipline to refine core concepts if necessary.

The vote has been postponed pending a review of the learning outcomes; a Qualtrics vote will be conducted afterward.

1. **Meeting adjourned at 4:45 pm**