**Undergraduate Council Meeting Minutes**

**March 18, 2025**

**Voting members present**: Michale McKisson, Dana Lema, Marie Wallace, Jennifer Schnellmann, Lisa Rezende, Dereka Rushbrook, Jeremy Vetter, John Leafgren, Christopher Domin, Allyson Roof, Karin Nolan. Moe Momayez, Melissa Goldsmith

**Non-voting members present:** Greg Heileman, Melanie Madden, Abbie Sorg, Sharon Aiken-Wisniewski, Cassidy Salazar, Alex Underwood, Bryanna Andrade

1. **Joost Van Haren called meeting to order at 3:34 pm**
2. **Approval of Minutes from the**[**UGC February 11, 2025 meeting**](https://academicadmin.arizona.edu/sites/default/files/2025-03/UGC-February-Meeting.docx)**– Joost Van Haren, Acting Co-chair**
   1. Michael McKisson motioned to approve. Marie Wallace seconded. Motion carried unanimously
3. **Reports:**
   1. **Academic Affairs Report – Greg Heileman, Vice Provost, Undergraduate Education**
      1. I think a substantial number of the policy items we're discussing will have a significant impact on our undergraduates. We’ve made a lot of progress, and there's still quite a bit that will be going through the various subcommittees over the next month or so in order to be finalized.
         1. We need to complete everything by May 5 to make it into the May 16 meeting. Jack, for your reference, the deadline to get it into the catalog for Fall 2026—which is the 2026–2027 catalog—is March 26. If we miss that, it would be pushed out by another full year, which is a long time. So it’s really important to move forward with as many changes as possible right now. These updates are expected to significantly impact student success outcomes. Another goal is to do all of this in one tranche, so the changes are less confusing for students. I was just talking with the Provost, and he mentioned how difficult it was to understand our math policy. He had to read it three times and still found it confusing. That’s not ideal—especially for our students. The current policy is 900 words, whereas the revised version we're referencing is just 70 words.
         2. The goal is to simplify and clarify without compromising quality, making everything easier for students to navigate. That’s really where we’ve been focusing our time. I want to take a moment to thank Alex and Abby for the tremendous amount of work they've put in. The Second Language Task Force in particular did an outstanding job. That group came together and crafted a much-improved policy for our students. Even when people didn’t get exactly what they wanted, they felt heard and appreciated the compromises made. The final policy still values the importance of a second language while also acknowledging the need for flexibility. I think it all came together very well.
   2. **Arizona Online Report – Caleb Simmons, Executive Director for Online Education**
      1. No report
   3. **Distance, Continuing Education Report – Bonnie Taylor, Director of Outreach and Business Affairs and Aviva Doery, Assistant Director, Administrative Support and Strategy**
      1. No report.
   4. **Registrar’s Report – Alex Underwood, University Registrar**
      1. Today’s open forum—part of the series held three times each semester—focused on micro-credentials and badges. The Director of the Human Rights Program joined to share how their department has successfully integrated micro-credentials into their curriculum. The presentation slides will be available on the website tomorrow. For those interested in developing micro-credentials for their students, the university already has a platform in place that’s free for academic units. This offers students a valuable way to showcase verifiable skills they can take into the workforce. More information is available at registrar.arizona.edu/badge.
         1. The summer class schedule went live on March 1, and many students are actively using their shopping carts. Registration for both summer and fall begins April 7. A week prior, students will receive messages alerting them to any enrollment holds so they can resolve issues before their appointment time.
         2. Planning has also begun for Winter 2025 and Spring 2026. Open scheduling starts May 5, and a webinar for department schedulers and others will be held on May 6 to walk through the scheduling process.
   5. **Advising Resource Center/ Advising Community Report – Sharon Aiken-Wisniewski, Assistant Vice Provost, Academic Advising**
      1. The Academic Advising Resource Center is continuing its efforts to enhance advisor training and student support. A motivational interviewing workshop is scheduled for March 27, with participation from 28 advisors nominated by their colleges. This initiative aims to build a community of practice where trained advisors can share their expertise with others. A similar effort is underway with Appreciative Advising, to further expand advisors’ toolkits. The center also launched AOP 2 on March 6 for new advisors who completed AOP 1. This program supports continued development through training sessions and networking opportunities across cohorts.
         1. Advisors have also been actively involved in providing feedback on upcoming policy changes, including general education revisions and the potential elimination of the G.R.O. policy, which has generated strong interest across advising meetings.
         2. Project Graduation continues to focus on student completion strategies. A key activity, “Crazy 8s,” engaged Associate Deans and advising directors in a design-thinking exercise to generate ideas for improving graduation rates. The two highest-priority issues identified were advisor caseloads and the lack of a clear career advancement path for advisors. Both groups also highlighted the need for better degree planning tools.
         3. In a follow-up initiative called the "Traffic Light Activity," advisors reviewed a list of 8,000 students who were 70% or more complete toward graduation. They categorized students as on track (green), not on track (red), or potentially on track (yellow). The data from this effort is now being analyzed to identify barriers and strategies that could help more students graduate by Summer 2025.
   6. **University-wide General Education Committee Report – Jeremy Vetter, UWGEC Chair**
      1. The University-wide General Education Committee (UWGEC) is actively reviewing several major policy proposals, many of which are expected to begin formal review at the March 26 meeting. These proposals will follow the governance path through UWGEC, the Curriculum Policy Subcommittee, Faculty Senate, and other bodies. Faculty Senate has already formed a new subcommittee to focus on GENED reform, combining members from a prior ad hoc committee with others to ensure a balanced representation of views.
         1. Recent UWGEC meetings, including a regular meeting in late February and an open session in early March, focused on civic learning, attributes policy, and foundations, including second language requirements. While specific policy language is not yet finalized, early drafts and ideas are under active discussion to allow for transparency and input before final votes are taken.
         2. One major development is the unexpected departure of the Executive Director of General Education, which has created some transition challenges. Despite this, the committee remains committed to thoughtful and inclusive policy reform.
         3. The most urgent proposal under review concerns whether GENED attributes should become graduation requirements beginning in Fall 2026. There is growing support for delaying or removing this requirement due to logistical and equity concerns, though there is still some debate.
         4. For the second language requirement, a draft proposal would divide it into a GE requirement (two-semester equivalency, possibly fulfilled with high school coursework) and a BA-level requirement (more rigorous, requiring college credit or proficiency demonstration). This is expected to move forward soon.
         5. Civic learning continues to generate significant discussion. The leading proposal includes a new “Civic Connections” course to replace one Building Connections course, paired with a depth attribute integrated into other GE courses. This compromise has the most support so far but faces competing viewpoints—some prefer fewer requirements; others want more extensive coursework. Additional proposals involving foundations and attribute language revisions are in development, with some ready to move forward soon.
   7. **Subcommittees:**
      1. **Academic Programs Subcommittee report on February 25, 2025 – Lisa Rezende, Chair**
         1. Item IV.
      2. **Curriculum & Policies Subcommittee report on**[**February 25, 2025**](https://academicadmin.arizona.edu/sites/default/files/2025-03/CPS-Minutes-2-25-25.pdf)**– Joost van Haren, Chair**
         1. The Transfer Repeats Option (TRO) policy appears ready to move forward. Registrar finalizing the policy language for discussion and checks with other campus units—including the Financial Aid Office, Military and Veterans Services, and others—have revealed no remaining concerns.

Additionally, there were prior discussions with Susan (before her departure) regarding the second language policy, which remains part of the broader ongoing general education reform efforts.

* 1. **UGC Report – Joost Van Haren – Acting Co-chair**
     1. No update

1. **Consent Agenda Items – Liza Rezende, Chair**
   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. Transitioning from a pre-nursing model, where students applied separately to the nursing school, to a direct admit structure. As part of this change, the program is raising its admission standards and reducing the number of students admitted, while also implementing a new requirement: students must maintain a 3.0 GPA in key prerequisite courses (such as chemistry, biology, anatomy, physiology, and others) to remain in the program. This change aligns with state nursing board licensure requirements.
   2. [**New Certificate: Pathway to Medicine Postbaccalaureate (COM-T)**](https://academicadmin.arizona.edu/sites/default/files/2025-03/Proposal_UGCERT-PostBac-Pathway-to-Medical.pdf)
      1. Is being introduced by the College of Medicine. This post-baccalaureate program targets two groups: career changers who did not complete pre-med coursework during their undergraduate studies, and students who need to improve their grades in prerequisite courses. The program requires applicants to already hold a bachelor’s degree and consists of 25 units, with up to 12 units of transfer or previous coursework accepted. It is designed to be flexible and accommodate a variety of student backgrounds and needs.
   3. [**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. This 18-unit minor is centered on exploring the ethical, cultural, and social dimensions of artificial intelligence, rather than focusing on technical or coding skills. The program includes a range of ethics-based courses and features well-developed learning outcomes that emphasize critical analysis and societal impact.
   4. [**Modification: BSBA Marketing Subplans (Eller)**](https://academicadmin.arizona.edu/sites/default/files/2025-03/Substantial-Change-Request-BSBA-Marketing_3.12.25.pdf)
      1. Is being restructured to offer two distinct sub-plans: a comprehensive marketing track that mirrors the current degree structure, and a new sales-focused track developed in response to industry demand for graduates with specialized sales skills. The sales track includes four dedicated courses and additional outreach to support student preparation for roles in this area.

Dana Lema motioned to approve. Allyson Roof seconded. Motion carried unanimously.

1. **Meeting adjourned at 4:43 pm.**