**Academic Programs Subcommittee Meeting Minutes**

**March 31, 2020**

**Voting members present:** Fabian Alfie, Wendy Davis, Brennen Feder, Melissa Goldsmith, David Graizbord, Kelly Leslie, Eric Mapp (proxy for Todd Lutes), Holly Nelson, Suzie Weisband

**Non-voting members present:** Stephanie Carlson, Liz Sandoval

**Voting members absent:** Anthony Sanchez

1. Chair Fabian Alfie called the meeting to order at 3:30 PM.
2. Approval of February 25, 2020 Meeting Minutes

**A motion was made to approve the minutes, seconded and approved unanimously.**

1. Consent Agenda
2. Disestablishment: BS in Animal & Biomedical Industries

**The consent agenda was unanimously approved as is.**

1. Action Items
2. BA in Games and Behavior, presented by Catherine Brooks
3. BS in Game Design and Development, presented by Catherine Brooks

Gamification is happening across all sectors. Many students have an interest in games, and this area of study is a space that UA hasn’t much explored yet. The two degrees are very different. The BA is more social science focused, looking at gaming communities, gaming behavior, issues of identity, as well as the monetization and organization of the massive eSports community. The BS is focused on game development from an interdisciplinary approach, including designing games for a particular context across disciplines, getting them developed and circulated, looking at user experience and contextual application. The iSchool is looking at games and simulation beyond the recreational, how they’re used as training tools, in education, health care, and more. Computer Science and Public and Applied Humanities are both aware of these proposals and are supportive, as these majors will have a different focus than existing programs.

Discussion:

* *Are you using the CATalyst Studios?* We have a relationship with them, but we also have our own labs in the iSchool for game development, mixed reality, rapid prototyping, etc.
* *When would you anticipate the first graduates?* Since many of the courses are already offered, a student could potentially complete the degree fairly soon.
* *Fine Arts is discussing (with the iSchool) an Entertainment Design degree, would this be sufficiently different from something like that?* We’ve had those discussions, and some introductory game design courses could be useful for that major. We’re including design in the BS because it’s necessary to the development process, but it’s just one piece and the emphasis here is more on the development.
* *Is the BS adapting from what is currently a certificate?* The certificate is like a smaller version of the major, at 12 units. For students interested in going into the field of games, this would be a great degree.

**David Graizbord motioned to approve the BA proposal. The motion was seconded by Eric Mapp and unanimously approved.**

**Suzie Weisband motioned to approve the BS proposal. The motion was seconded by Eric Mapp and unanimously approved.**

1. BA in Studies of Global Media, presented by Jeannine Relly

Studies of Global Media is an interdisciplinary program, preparing students to gather, analyze, verify, and communicate information in varying cultural, political, economic, technical, legal, and societal contexts, ethically and with cultural awareness. The degree is proposed based on needs that the faculty saw, as well as interest gauged via student survey data. The degree will be offered through Arizona Online, and the school is working with a few other departments with online programs to identify relevant courses and allow enrollment for students in this major. This is a studies degree, not a practice-based degree like the existing major in Journalism.

Discussion:

* *How many students do you anticipate?* We estimated on the lighter side, starting with about 5 students year one, ramping up to 60 students by year five. Our online classes have about 30 students in them.
* *What are the career paths you anticipate for these graduates? Is the expectation that they will be scholars of global media?* We recognize the pool of people who want to be scholars may not be the majority. Offering a methods and theory class for students who may want to go that route, and each class will be research based. Our hope is that graduates of this program will be better global citizens with strong information and media literacy in a variety of fields.

**David Graizbord motioned to approve. The motion was seconded by Wendy Davis and unanimously approved.**

D. Certificate in Teaching English as a Global Language, presented by Jon Reinhardt and Hayriye Kayi-Aydar

We are currently one of our only peer institutions that does not have an undergraduate offering for teaching English as a foreign language. The department wasn’t able to offer this before because there weren’t enough faculty to support the program. Now, we have five faculty within English Applied Linguistics, are offering these courses regularly and seeing demand. Students will likely add this certificate onto a language major, English, or Linguistics. In a globalized world, this field of study is one with significant need and interest.

Discussion:

* *What type of students are interested?* Many English and literature majors. Also majors in Spanish or other languages, who may want to teach English abroad, and this gives recognition of having preparation for that.
* *Where does CESL (Center for English as a Second Language) fit into this?* CESL is not a degree- or credit-awarding unit. They offer a non-credit 100-hour certification. This certificate would be something that regularly enrolled students can fit into their undergraduate coursework. Some of our students have taken the CESL certification as an add-on after taking one or more of our courses, so they can complement one another.
* *Is there a practicum involved?* Not officially, but within the courses (particularly ENGL 455) students do observations of TESOL classes and interview non-native English speakers. This certificate is intended as an introductory experience. Students who’ve taken these courses have gone on to work in the community with refugee students to get practical experience that way. This is intended as recognition for taking this set of courses – it takes more than this to make it a career, but this is a great first step. We don’t yet have the faculty to offer a full major.
* *What would be the next steps, after this certificate, if someone wanted to make this a career?* Probably to go overseas to somewhere with a big EFL market and this would give them a foot in the door to teach. Try to get some experience teaching here or abroad, and perhaps then decide on graduate study.

 **Wendy Davis motioned to approve. The motion was seconded by David Graizbord and unanimously approved.**

E. Emphasis: BA in Spanish, General Emphasis, presented by Yadira Berigan

The Spanish major currently has four emphases in specific areas of study (with fairly limited course options in each emphasis), but many students want the option of generalized study. For example, some students may want to take a certain course in translation, perhaps in law, but not want to focus all their coursework in the translation/interpretation area. Many of the students are taking Spanish as a secondary major or degree; for them, the degree is a complement and their focus may be to be bilingual in their field. Of our peer institutions, our program is one of the most rigid in terms of flexibility in course selection; this proposals follows the reduction of major units from 42 to 36 last year, to be more in line with our peers. We anticipate this new emphasis will help with retention as well, allowing a student to have a more individualized plan, as some students leave after completing the core but feeling restricted with the existing emphases.

Discussion:

* *Will the emphasis show on the diploma?* The General emphasis will not display on the diploma, but the others will (and currently do).

**Eric Mapp motioned to approve. The motion was seconded by Wendy Davis and unanimously approved.**

 F. Emphases: BS in Plant Sciences, 1) Plant Health Sciences Emphasis, 2) General Emphasis, presented

 by Mark Beilstein

This proposal helps the school to refine the types of opportunities available to undergrads within the School of Plant Sciences. Previously, students had a faculty advisor to help guide their course planning and selection with expertise in the field, which worked well for a generalized major with lots of elective options. At the college level, there has been an adjustment in student advising; the school now has a professional advisor and that faculty member’s instructional demand has increased. Over the years, the plant pathology focus had diminished in the degree program, and we want to integrate that back in. Plant Health Science is a burgeoning field. We want to make sure students are getting the credentials that will allow them to take advantage of the opportunities available in the growing field. These emphases will use existing courses, simply reshaping what the department already has. This major has a relatively small number of declared students, but there is strong interest in this emphasis among those students.

**Wendy Davis motioned to approve. The motion was seconded by Suzie Weisband and unanimously approved.**

1. Meeting Adjournment