**Undergraduate Council Meeting Minutes**

**September 10, 2019**

**Voting Members Present:**  Fabian Alfie, Molly Bolger, Wendy Davis, Brennen Feder, Neel Ghosh, Melissa Goldsmith, Kelly Leslie, Todd Lutes, Moe Momayez, Holly Nelson, David Ortiz, Anthony Sanchez, Jennifer Schnellman, Claudia Stanescu, Joost Van Haren, Suzie Weisband

**Voting Members Absent:** Bennett Adamson,Leslie Dennis, Richard Vaillancourt

**Non-voting Members Present:** Roxie Catts, Pam Coonan, Joel Hauff, Greg Heileman, Martin Marquez, Abbie Sorg, Alex Underwood

1. **Welcome and Introductions**

Neel Ghosh called the meeting to order at 3:30pm. A quorum was established with 13 voting members.

1. **Guiding Principles of UCG Membership** – Neel Ghosh, Chair

Neel asked each member to sign up for one of the two subcommittees, Academic Programs or Curriculum & Policies, which will be discussed in greater detail later in the meeting.

Neel also explained the purpose and responsibilities of UGC, that the council reviews proposals for new or modified programs and policies that impact undergraduates. Council members have a responsibility to read through the provided materials, gather feedback from their respective colleges, and decide if each proposal serves the best interest of our undergraduate students and the university as a whole.

1. **Reports:**
   1. **Academic Administration Report –** Greg Heileman, Associate Vice Provost for Academic Administration

Greg introduced himself to the council and briefly discussed his background. He expressed that in his role, he aims to streamline processes and work with the council toward that goal.

* 1. **Academic Initiatives & Student Success Report** – Joel Hauff, Associate Vice President, Academic Initiatives - Student Success and Executive Director, Online and Distance Education Administration (No report given, Joel arrived after start of the meeting)
  2. **Registrar’s Report** – Alex Underwood, Registrar

Alex introduced himself to the council. The role of the Registrar is to uphold the integrity of the institution by upholding the policies and curriculum shaped by this council.

Some offices under the Registrar have moved: Veterans and Military Benefits office is now collocated with Veterans Center in SUMC. Residency Classification has moved into the main level of the Administration Building, which will now be the primary student-facing office of the Registrar. Graduation Services and Athletic Certification have moved (with Curricular Affairs) to the west side of campus, near 1st and Tyndall.

* 1. **Advising Resource Center/ Advising Community Report –** Roxie Catts, Director

Roxie introduced the Wayfinder initiative, in which experienced advisors spend an additional few hours each week meeting students where they are, in residence halls, cultural centers, etc. to help students navigate the landscape.

* 1. **University-wide General Education Committee Report –** No Report
  2. **Subcommittee Selection (roles/responsibilities)**
     1. Academic Programs – Fabian Alfie, Chair
        1. The Academic Programs Subcommittee deals with the creation, deletion, suspension or modification of undergraduate academic majors, options, minors, degrees, certificates, and programs of study.
     2. Curriculum & Policies – Claudia Stanescu, Outgoing Chair
        1. The Curriculum/Policies Subcommittee deals with undergraduate curriculum and academic policies recorded in the UA General Catalog, including creation, revision, and deletion of academic policies pertinent to instruction, majors, options, minors, degrees, transfer credits, general education, academic progress, and requirements for graduation
  3. **UGC Report: Accomplishments in AY 2018-2019 –** Neel Ghosh, Chair

1. **Items for Discussion and Vote**
2. Academic Programs Subcommittee – Fabian Alfie
   * 1. Consent Agenda
        1. Modification: BA in Applied Humanities

**Wendy Davis moved to approve the consent agenda item. The motion was seconded and approved unanimously, with 14 votes in favor.**

* + 1. New Action Items
       1. Minor in Population Health Data Science presented by Paul Hsu

Due to the specific needs of health research, the College of Public Health has seen a need for this minor, to give students an understanding of the dynamics of health research and to critically assess data and collection methods. A survey of students indicated strong interest in such a program. The minor also aligns well with the university strategic plan, using innovative strategies to work with big data. The minor consists of two exiting courses and four new courses, which have been approved. The courses utilize a team teach model, taught by both a biostatistician and an epidemiologist, for a comprehensive view.

Discussion:

* A member commented that students in the BA in Care, Health, and Society may also be interested in this minor.

**Todd Lutes moved to approve the minor in Population Health Data Science. Molly Bolger seconded the motion. The motion was approved unanimously with 15 votes in favor.**

* + - 1. BA and Minor in Professional and Technical Writing presented by Paul Hurh and Ann Shivers-McNair

The English department has had interest in developing this degree for some time now, and has hired faculty with expertise in the subject (Dr. Shivers-McNair). Students studying English, Creative Writing, and the humanities are trying to find ways to apply their skillsets toward a career pathway. Technical writing is a growing field, with an estimated 20% increase in need in Arizona over the next ten years. This proposal builds on the existing undergraduate certificate, which began in 2017, and has had interest from students across a variety of fields. One of the unique aspects of this program is the core coursework in linguistic diversity, relying on strengths of the English faculty in a humanistic approach to technical writing. There are distinct differences in this proposed degree from ASU’s BS in Technical Communication; this major would be complementary, not a duplication.

Discussion:

* A member noted that there are few courses in the major with an Honors designation; will more Honors courses be provided for students in the future? Many of the major courses have an Honors Contract option, but for Honors-specific courses, the department would need to assess the interest from Honors students in this program. They would like to develop the Honors courses, but it would rely on student interest.
* From a practical point of view, what is the difference between this and the ASU degree? Theirs is offered online, and ours is starting out face-to-face. There’s also a content difference, in that ASU’s focuses on the technical side of things, with tie-ins to STEM fields and work with specific software suites. Our approach is looking at the field as more interdisciplinary, supporting creative critical thinking; looking at the local market for these careers, some creative work is required as well as technical.
* Another member asked for clarification on the use of LifeLab in learning user experience (UX) and how that relates to Professional and Technical writing? As part of a 400-level UX course in the major, students will work with LifeLab (home to a campus-wide UX initiative) and have opportunities to work on real projects around campus. UX professionals on campus are eager to include students in the work they’re doing, participating in and helping conduct usability testing. This testing and research involves a lot of writing skills acquired in the program.

**Fabian Alfie moved to approve the BA and Minor in Professional and Technical Writing. The motion was seconded and approved unanimously with 15 votes in favor.**

1. Curriculum and Policies Subcommittee – Claudia Stanescu, Outgoing Chair
   * 1. Proposal to Standardize Offering UA University Credit for UA Study Abroad Programs, submitted by UA Global presented by Brent White, Vice Provost, Global Affairs; Lisa Turker, Director, Arizona Abroad Locations

Lisa Turker described the policy change as standardizing the way that UA awards direct credit for Study Abroad programs. A uniform process will be in place, in collaboration with the Office of the Registrar and Transfer Credit & Articulation. There is a need to make Study Abroad more accessible, helping students to understand how Study Abroad fits into their degree program, and transferring coursework often confuses the process for them. The goal is to pre-articulate courses so students would know the equivalencies, removing a barrier of figuring out which courses they can use. There are already over 100 partner courses that UA accepts as direct credit; these will have to go through the new articulation process.

Discussion:

* There was concern among some council members that the marketing of the Study Abroad information (particularly the website) did not make it clear to students which courses were for transfer credit, appearing misleadingly that all coursework was UA credit. The council believes that this should be clarified on the website and marketing materials.

The council decided to vote on the proposal, with the following conditions:

* Emphasize that any partner Study Abroad course used for UA direct credit requires sign-off from the appropriate department head.
* Website and marketing materials for Study Abroad must be clear about which courses are direct credit and which are transfer credit.

**Fabian Alfie moved to approve the Proposal to Standardize Offering UA University Credit for UA Study Abroad Programs, pending the above stipulations. Suzie Weisband seconded the motion. The motion was approved unanimously with 13 votes in favor.**

* + 1. Proposal to Accept CESL English Proficiency Test (CEPT) for Admission, submitted by UA Global presented by Suzanne Panferov Reese, Associate Vice President, Global Initiatives; Brent White, Vice Provost, Global Affairs

UA Global finds the CEPT to be a valid, reliable, affordable, and accessible measure for student candidates. The Graduate College has already been accepting this test for admission requirements. Academic English test, live speaking. Opportunity to support professional knowledge within the university.

Discussion:

* What is the difference between CEPT and TOEFL? Unlike TOEFL, CEPT uses a live interview to assess oral proficiency. It’s aligned to common European framework, like all major tests. Scheduling the TOEFL may require months in advance and extensive travel, whereas CEPT has a schedule to score turnaround in as little as one week. CEPT uses Examity with online proctoring for reading and writing, and Skype for the oral assessment, so students can take the test from anywhere. Students may perceive the UA more favorably simply because of this accessibility and quick response.
* What is the percentage of acceptance, or cut point? UA Global isn’t determining those scores, Admissions and/or individual departments will determine that.

**Fabian Alfie moved to approve the Proposal to Accept CESL English Proficiency Test (CEPT) for Admission. Todd Lutes seconded the motion. The motion was approved unanimously with 15 votes in favor.**

1. **Meeting Adjournment**