

## UPAC Meeting Minutes 9/14/11

### Welcome/General Announcements from UPAC Co-Chairs Alan Beaudrie, Jennifer Cubeta, Mika Galilee-Belfer (and Monique Whiting, *in absentia*)

- Welcome back and Happy New Year (2011-2012) to all!
- Stephanie Rollins and Ruthann Coyote of the Pre-Health Advising Center introduced themselves and handed out info reminding all in the advising community that pre-health advising is available to students in all majors. (info below – **Appendix A**)
- Kathy Godwin and Heather Jepsen discussed the new Degree Search program and encouraged advisors to contact them with any suggestions by Sept 21<sup>st</sup>.
- Mika Galilee-Belfer with the Center for Exploratory Students handed out flyers about the annual Meet Your Major Fair, to be held Sept 27<sup>th</sup> in the Grand Ballroom from 10am -1pm.

### Advising Resource Center and UAAC Updates, Roxie Catts

- ARC pleased to announce Beyond Boundaries: A Student Development Symposium scheduled for Tuesday, December 13th and hosted on the UA campus. There is a current **call for proposals** and a **registration form to participate in the Information Fair**. The deadline for proposals and registration for the Information Fair is Monday, September 26.
- Roxie noted that UAAC has been focusing on probation reports.
- ARC was able to partially fund participation in the NACADA National Conference (Oct 2-5<sup>th</sup>) for new advisors, as well as for award-winning Faculty Advisor Dr. Nobel Jackson (Vet Science) and Emerging Advisor Raini Wijeweera (Speech & Hearing).

### Undergraduate Council (UGC) Updates, Celeste Pardee

- Celeste noted a number of new projects underway between the University Wide General Education Committee, Undergraduate Council, and Faculty Senate. (list of highlights follows – **Appendix B**).
- Generating a lot of discussion was the decision on behalf of the Faculty Senate that Tier 1 course cannot be used in any major or minor, though “duplicate” courses within each Tier 1 group can be used as electives. EXAMPLE: PSY 150A and ANTH 150A, which have the same number and letter, can both be taken for credit – one for T1 Gen Ed, one for elective. However, that second course must **ONLY** be used for elective and cannot be used in a thematic minor or any major. It was agreed that this issue bears revisiting, as other faculty groups (including the group charged with creating the new Bachelor of General Studies Degree) have indicated a willingness to accept “duplicate” Tier 1s in ways other than strictly elective.

- Advisors were reminded that their feedback and experiences when it comes to policy in practice is a critical component of a functional institution, and that when they run into issues with policy implementation (like the different definitions of “attempt” for GRO and course repeat policies – see Celeste’s hand-out below) we can and should bring those issues to light.

### **Bachelor of General Studies, Faculty Chair Bobbi McKean**

- Bobbi McKean rolled out the new BGS degree (flyer attached – **Appendix C**).
- Students choose one 36-unit FOCUS and three 9-unit CONCENTRATIONS from 6 academic THEMES
- The courses on the ADVIP for these themes were those offered up by departments for use in BGS.
  - Some of these courses have pre-reqs or have been restricted to majors. As advisors hear of students interested in these (pre-approved for the major but possibly still restricted) courses, they are encouraged to talk to their departments or the Faculty member in BGS charged with overseeing each of the themes (list of faculty attached – **Appendix D**).
- Advisors across campus are encouraged to let appropriate students know about BGS, but only advisors in CES officially advise for the major.
- Students on probation are allowed to declare the BGS major. It was noted that unless a department specifically stated that only students with a 2.0 are eligible to declare the major *at the time the major submitted for consideration*, students on probation should be able to declare.

### **New Minors**

- There are a number of new minors on campus, including:
  - a new Astronomy minor through the College of Science;
  - two new minors through Education - Adolescence, Community and Education (A.C.E), and Leadership (in collaboration with CSIL);
  - the new Nutrition minor (summer program);
  - While the structure of the minor remains the same, the “General Business” minor is now the “Business Administration” minor.
  - updates to the Chemistry minor (*take-away point - make sure students connect with the chem. advisor*).

### **Resources and Reminders**

NACADA (the Professional Association for advisors) <http://www.nacada.ksu.edu/> has opportunities for professional development and publishing

**Save the Date:** next UPAC meeting will be Wednesday, October 12th

## **Appendix A: Advisor Information Sheet: Pre-Health Professions Advising**

Q: How does pre-health advising support students?

A: **Pre-health advisors work with any student interested in pursuing a graduate-level health professional career, regardless of that student's major.** We assist students with:

- Exploring the educational and training options/tracks related to a wide range of health care careers
- Major exploration (ANY major can be a great fit for admission to health professional schools—so long as students take the appropriate upper- and lower-division sciences required for admission)
- Finding opportunities for hands-on health care volunteering, health care-focused internships and research
- Navigating the application process for health professional school admissions. This process includes:
  - Developing a timeline to application appropriate for each student
  - Obtaining letters of recommendation
  - Preparing for admissions tests to health professional programs
  - Writing/editing personal statements for health professional school admission
  - Practicing for admissions interviews
- Planning for re-application and other potential career paths

Q: When should I refer a student to the Pre-Health Professions Advising Center?

A: **The sooner the better**, i.e., whenever a student expresses an interest in pursuing a health professional career.

- Ideally, pre-health students should speak to an advisor in the Pre-Health Professions Advising Office **during the first semester of their freshman year**, because preparing for professional school admission is a long-term process
- Admissions information for professional school changes quickly, and advising students on the importance of activities beyond academic performance is one of our major roles

Q: What can students expect when they contact the Center for Exploratory Students (CES) to schedule a pre-health advising appointment?

A: **Ideally, before calling CES to make an advising appointment, students will complete an online self-registration, survey, and General Information Session in D2L Pre-Health Information Central.**

- Students must register through Pre-Health Information Central in D2L and complete a survey and General Information Session prior to scheduling an advising appointment  
[http://ces.arizona.edu/pre\\_health\\_d2l](http://ces.arizona.edu/pre_health_d2l)

- The General Information Session is designed to:
  - Introduce students to thinking about the personal qualities, skill sets, interests and life experiences health professional schools look for in quality applicants
  - Help advisors get a picture of a student’s educational and career goals prior to our appointment
- Non-UA students interested in accessing Pre-Health Professional Advising can complete a General Information Session worksheet online at [http://ces.arizona.edu/pre\\_health\\_online\\_workshop](http://ces.arizona.edu/pre_health_online_workshop)

Q: What kind of discussions should students expect to have in a pre-health advising appointment?

A: **Pre-Health Advisors help students identify and develop their strengths and skills.** We focus on supporting major advisors in the academic piece of student development, while strongly emphasizing professional development outside of the classroom as well.

- Pre-Health advising focuses on helping students create a resume that will best highlight their strengths and unique qualities
- Students will get the most benefit and potentially more opportunities for growing their resumes and skills if they seek/are directed toward pre-health advisement during their first semester at the U of A

Q: Should students majoring in the humanities, social sciences or fine arts switch to a science major if they wish to pursue a health care professional education/career?

A: **Not necessarily! Students should major in areas where they will be most successful and engaged academically.** Students in non-science majors will need to take science courses required for health professional school admission though, and do well in them if they wish to be competitive for when it comes time to apply for professional school.

- There is a Pre-Health Thematic Minor for non-science majors planning on health professional careers like medicine, dentistry, etc., and the Pre-Health Professions Advising Office in the Center for Exploratory Studies is its administrative home
- Health professional schools admit students across a wide range of majors and appreciate the diversity of skill sets that students can gain across disciplines

**More questions? Please contact us:**

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Freshmen Pre-Health Advisor	Coordinator/Advisor	Pre-Health Advisor
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# Appendix B. UPAC meeting Sept 14th 2011

## UA ACADEMIC POLICY AND CURRICULUM ITEMS FOR CONSIDERATION, 2011-12 9/13/2011

### UNIVERSITY-WIDE GENERAL EDUCATION COMMITTEE (UWGEC)

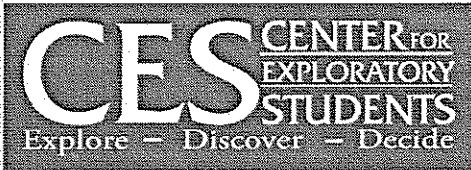
1. **Tier One/Two Classes in Centennial Hall**—The Vice Provost has tasked UWGEC with assessing the effectiveness of classes offered in this space.
2. **Success Courses**—UWGEC started identifying and reviewing existing and new Success Courses in Fall 2010 but didn't complete the process. Review will continue in Fall 2011.

### UNDERGRADUATE COUNCIL (UGC)

1. **Catalog Expiration Policy**—The Curriculum/Policies Subcommittee proposed an 8-year expiration on the Catalog of the Major in Spring 2011. That proposal will be considered by UGC in October.
2. **Definition of "course attempt" in the Course Repeat and GRO Policies**—The grades WP and WF are defined as "attempts" for GRO eligibility but not for eligibility to repeat a course without GRO. Should the definition be the same for both policies?
3. **Physical Education Activity Courses for Transfer**—An interim policy on accepting PE activity courses by transfer was signed by Pres. Shelton and Faculty Chair Howell, 7/14/11. Should this policy continue, and if so, what kinds of activity courses should be accepted?
4. **UA Courses for high school students**—Outreach College offers certain UA courses (e.g., COMM 119, ENGR 102) to high school seniors for UA credit (and possibly high school credit). What university/ high school credit policies are in place at UA peer institutions? Policies or guidelines will be developed with input from Outreach College.
5. **College Disqualification Policy**—The Vice Provost has formed a probation task force to develop recommendations on the continuation and use of the college DQ. Those recommendations will be forwarded to the UGC for consideration.
6. **ACE Recommendations for Military Credit**—The UA accepts up to 24 units of military credit recommended by the American Council on Education (ACE) for U.S. Armed Forces training programs. It is general elective or dept elective credit. Should course equivalencies be determined by departments for frequently taken military training programs?
7. **DSST Exams for Credit (informational item)**—UA departments have evaluated exams offered by the DANES Standardized Subject Testing Program (DSST) and a limited number has accepted the ACE recommendation for elective or equivalent credit based on a minimum score. The DSST program is similar to CLEP in that it's another way for students to earn college credit for prior knowledge. Questions need to be resolved before the UA launches this credit-by-exam program.

### FACULTY SENATE – Proposal approved on 9/12/11

8. **Multiple Courses in a Tier One Study Area Category**—The first course taken in a study area category will count toward the Tier One requirement; a second course in the same study area category will count as elective credit. Tier One courses cannot apply toward a major or minor. This policy change is effective immediately for all enrolled undergraduates; an announcement will be made when it is in the Catalog.



# Introducing the new Bachelor of General Studies degree

Home of undecided, exploratory, General Studies, and Interdisciplinary Studies students at the University of Arizona

Old Main, Second Floor  
520-621-7763  
ces.arizona.edu



The BGS major was designed for students interested in gaining a broad liberal arts degree while exploring and understanding a variety of disciplinary perspectives.



To declare the major, students must first complete an online information session at [ces.arizona.edu/academics/BGS](http://ces.arizona.edu/academics/BGS)

How does the major work?

- Completion of the major requires selection of courses from different **academic themes**
- From these themes, students choose **three Concentrations** of 9 units each, plus **one 36-unit Focus**

Other requirements:

- A total of 36 units of upper-division credit are required in the major
- General Strand Math
- Two semesters of the same language or second semester proficiency
- General Education per catalog year

## Comparing the Majors Offered by the Colleges of Letters, Arts, & Science

Bachelor of Arts/Interdisciplinary Studies (IDS)	Bachelor of General Studies (BGS)
IDS is comprised of 3 subject areas (21 units each) {63 units total}	BGS is comprised of 3 Concentrations (9 units each) and one Focus (36 units) {63 units total}
Each IDS Subject Area is based on DISCIPLINE  <i>For example:</i> Subject Area 1: History Subject Area 2: Sociology Subject Area 3: Africana Studies	Each Concentration and the Focus is based on THEME (see next page for the six options)  <i>For example:</i> Concentration 1: Arts, Media & Entertainment Concentration 2: Social Behavior & Human Understanding Concentration 3: Economy & Industry Focus: Global & Intercultural Understanding
Departmental advisors must approve courses for their respective areas	Courses for the BGS major have been <b>pre-approved</b>
Gen Ed/Foundation math and language: General Strand Math, 4 <sup>th</sup> semester 2 <sup>nd</sup> language	Gen Ed/Foundation math and language: General Strand Math, 2 <sup>nd</sup> semester 2 <sup>nd</sup> language

# Course selection form for BGS Concentrations and Focus

*Courses to be selected in consultation with CES advisor*

Concentration 1:	Units	UD	Focus:	Units	UD
Course 1			Course 1		
Course 2			Course 2		
Course 3			Course 3		
Concentration 2:			Course 4		
Course 1			Course 5		
Course 2			Course 6		
Course 3			Course 7		
Concentration 3:			Course 8		
Course 1			Course 9		
Course 2			Course 10		
Course 3			Course 11		
			Course 12		

## Themes from which students can choose for Concentrations and Focus:

Social Behavior & Human Understanding	Arts, Media & Entertainment	Study of the US & the American Experience
Examine differences and similarities between and among individuals in different economic, political, religious, cultural, ethnic, and social groups.	Develop skills in criticism and evaluation of art forms, an understanding of the processes by which art and creativity are communicated, and an academic knowledge of promotion and marketing in the performing arts.	Explore the diversity of experiences and perspectives in the United States; develop skills in effective writing, critical analysis, and research; and think about problems in multiple ways using multiple theories and methods.
Science, Technology, Health & Society	Economy & Industry	Global & Intercultural Understanding
Evaluate the world from a scientific perspective, either through a multidisciplinary approach or a more in-depth study within one of the science and technology disciplines.	Study business perspectives from a variety of disciplinary fields, and understand the role of economy and industry in society.	Understand the customs, cultures, mores, practices, contributions, and struggles of peoples around the globe.

## **Appendix D. BGS Faculty Committee**

### **Director**

Bobbi McKean, Theatre Arts [bmcckean@email.arizona.edu](mailto:bmcckean@email.arizona.edu)

### **Members**

Science, Technology, Health and Society - Bob Downs, Geosciences  
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Center for Exploratory Students - Leticia Soto-Delgadillo [leticiaad@email.arizona.edu](mailto:leticiaad@email.arizona.edu)