

Curriculum and Policies Subcommittee Meeting Minutes
September 24, 2024

Voting Members Present: John Leafgren, Karin Nolan, Ally Roof, Dereka Rushbrook, Christopher Sanderson, Caleb Simmons, Travis Spence, Joost Van Haren, Jeremy Vetter

Non-voting Members Present: Sharon Aiken-Wisniewski, Cassidy Bartlett, Abbie Sorg, Alex Underwood

Guests Present: Mary Ellen Clark, Shelley McGrath

Voting Members Absent: Amanda Sokan

Chair Joost Van Haren called the meeting to order at 3:33 p.m. A quorum was established with 7 voting members; two additional members joined after the meeting was called to order.

I. Approval of Curriculum & Policies Subcommittee meeting minutes, 8/20/2024

Christopher Sanderson motioned to accept the meeting minutes from 8/20/2024. Travis Spence seconded the motion. The motion passed with 6 votes in favor and 1 abstention.

II. Action Items

A. Transfer Credit Policies

Presenters: Abbie Sorg, Shelley McGrath

The Transfer Credit policies proposal was prepared using the feedback from the August subcommittee meeting. Four policies – Acceptability of Undergraduate Transfer Credit, Arizona Community College Transfer Guides, Non-Regionally Accredited Course Work Transfer, and General Education Transfer Credit – were all been combined into one policy. Two separate policies, Credits from Community Colleges and Averaging of Grade for a Final Non-University Credit Course, were proposed for elimination.

Discussion began:

- Graduate Services Advisors were only aware of two instances of Averaging of Grade for Final Non-University Credit Course being applied; it's an uncommon situation that likely doesn't warrant a full policy.
- A line had been removed from the Transfer Credit policy proposal that appears in the current policy, "Any accompanying attributes from EP and BC courses will count toward the student's requirement of general education course attributes." This language was removed because it does not apply to all situations. A student transferring a full AGECE will have all attributes considered satisfied, and a student transferring in individual courses for a

partial AGECE will have the courses assigned attributes based on their direct equivalencies.

- Not every course will transfer as a specific University course (such as coursework from out-of-state institutions), but departmental credit can be awarded toward the GE requirement. In these cases, the coursework will not have any attribute associated. Though this would need to be further developed if and when attributes are graduation requirements, the transfer credit policies is not the ideal location to lay out that information.
- Though language around attributes would be easier to add in the Transfer Credit policies after the GE Attribute and Curriculum policies are updated, it would be best to proceed with updating other aspects of the Transfer Credit policies to save time for all the implementation work required for both transfer credit policies and the GE policies. In the meantime, the updated transfer credit policies could serve students.
- It would need to be determined when the updated policies would go into effect/ when the eliminated policies would no longer apply, and whether students would be permitted to retroactively transfer in credits that previously exceeded the 64-unit limit.
 - Some departmental advisors were concerned about permitting retroactive use; it could impact students' plans of study if they were suddenly able to transfer in additional credit in their junior or senior year.
 - Though any additional transfer credit would automatically be updated onto the student's advisement report, advisors would need to manually code any cases where the coursework counted as major elective credit.
 - Every course a student takes at an undergraduate institution is already in their academic record and has equivalencies applied to it, but the degree audit prevents the excess courses from being applied to the student's advisement report. Before making any changes to policy, it would be possible to identify which students have beyond 64 transferrable credits and gauge the workload it would be for advisors to re-calculate the transfer work of these students.
 - Because students need 42 upper-division units to graduate, and community college credit typically transfers as lower-division credit, the majority of students would have limited rein to transfer many additional credits.
- The policy proposal separates the concepts of transferability and applicability with a newly-added Major/Minor Applicability section. This information is left generic to grant individual departments more flexibility and make decisions on a course-by-course basis, while directing students in need of more information to seek out their advisor.

- Members agreed to update this section to establish outright that academic units could determine course applicability at their own discretion.
- There was concern from a couple members that the policy proposal could be misinterpreted to mean students not bringing in an AGECE don't earn attributes.
 - The updates to the General Education Attributes policy will provide some clarity on this matter, but there is still room for misinterpretation until that policy is updated.
- The line in the current policy specifying that students will need to meet the second language requirements for their major in addition to completing an AGECE had been removed from the proposal. There was concern that the University had been communicating the completion of AGECE was equivalent to the completion of all General Education requirements, despite the second language competency (which is not included in AGECE) being a GE. This could be perceived as a bait and switch to students; if the institution indicates that all GEs are satisfied, it should be true.
 - There was concern that removing this line from the policy could make it difficult to enforce the 4th semester proficiency required for Bachelor of Arts degrees, at least for transfer students. A transfer student could technically get into a BA program without the additional two years of a language, whereas University students who completed their first two years at the institution would have no option but to complete 4th semester proficiency.
 - It would also be possible for a student with no second language to earn an AGECE. Stakeholders would need to weigh the desire to maintain second language requirement against the other barriers students face in transferring coursework.
 - Though data would be helpful in making the determination, there wouldn't be an accurate way to measure which transfer students hadn't taken a second language, because of all the alternate ways to earn second language credit – credit by exams, English competency, etc.
- Because information on attributes will need to be revised once the other GE policies have been updated, members decided to remove any reference to attributes for the time being to avoid further confusion.
- Subcommittee members were open to adding in language that a student transferring in a completed Bachelor's degree from an accredited institution to earn a second Bachelor's degree would have their GE requirements waived in bulk.

The Office of the Registrar will:

- **Determine how many students have transferrable credits from community colleges beyond 64 units**
- **Update the policy proposal to remove the footnote on attributes**
- **Add language granting departmental discretion of transfer course applicability**
- **Add language waiving GE requirements for students with a bachelor's degree from an accredited institution**
- **Discuss an effective term/retroactive application of credits with Transfer Credit and Articulation**

Discussion will resume at the October subcommittee meeting.

III. Discussion Items

A. Bachelor's Degree Requirements, Multiple Majors and Degrees

Presenter: Alex Underwood

Data requested at the previous subcommittee meeting was shared.

Members were taken through how many majors exist within each undergraduate degree type (70 BS majors and 64 BA majors; a handful of majors for BAS, BFA, BSED, and BMUS; and the remaining degrees have one major each).

In the past four years, 812 students have earned concurrent degrees while only 183 earned sequential degrees. An overview of how many credits students in second degrees graduate with was shared to help members gauge how attainable the current unit requirements are, particularly for sequential degrees. The majority of students earning either type of second degree earned over 150 units, the amount currently required for a sequential degree. No changes had been made to the proposal since the previous meeting with the intention of further discussing the second degree/major requirements.

Discussion began:

- Though the subcommittee was curious about how many students delay graduation to earn a concurrent degree, this was not something that could be accurately measured beyond knowing anecdotally that it does happen.
- The restriction on sequential degrees that prevents students from completing more than 50% of the second degree before conferral of the first degree is difficult to track; students and advisors have to manually calculate that percentage. For this reason, advising would prefer if the requirements for concurrent and sequential degrees matched.
- Currently, there are more controls around a student with multiple majors than a student with concurrent degrees. It was agreed that 18 unique units of university credit should be required for each degree as well as each major, so that no one option has a clear advantage/disadvantage.

- One of the University's benchmarked peer institutions, Northern Arizona University, requires 18 unique units to distinguish each degree.
- Additionally, to improve equity among multiple majors and degrees, the subcommittee agreed to add language allowing a second degree to waive the first degree's minor requirement, at the discretion of the program (in the current policy, only a second *major* can satisfy a minor requirement).
 - The difference may have been an oversight, as until now the policies on multiple majors and multiple degrees were separate.
- The subcommittee agreed to add back in language to the policy preventing students from earning multiple degrees with the same major or degree title – otherwise it would be easy for students in programs with both a BA and BS option to earn both degrees at once.

The Office of the Registrar will:

- **Update the policy proposal to remove both the requirement of an additional 30 units and 50% rule from sequential degrees**
- **Add in the requirement of 18 unique units of university credit for second degrees**
- **Add language that a second major/degree can satisfy the first degree's minor requirement with departmental permission.**
- **Restore language from the current policy that restricts students from earning multiple degrees with the same degree title or major.**

Discussion will resume at the October subcommittee meeting.

B. American Institutions & Civic Learning in General Education

Presenter: Jeremy Vetter

Due to time constraints, discussion did not take place, but members were encouraged to review the documents detailing the advantages/disadvantages and current challenges of the potential implementation models and send any feedback to the presenter.

Subcommittee members will socialize the implementation models with their departments; discussion will resume at an upcoming subcommittee meeting.

The meeting was officially adjourned at 5:01 PM. The next subcommittee meeting will be held on October 22, 2024.

Respectfully submitted by Cassidy Bartlett, 10/03/2024