**Curriculum and Policies Subcommittee Meeting Minutes**

**August 27, 2019**

**Voting Members Present:** Leslie Dennis, Moe Momayez, Holly Nelson, David Ortiz, Anthony Sanchez, Jennifer Schnellman, Claudia Stanescu (Temporary Chair), Joost van Haren

**Non-voting Members Present:**  Pam Coonan, Neel Ghosh, Abbie Sorg, Alex Underwood

**Voting Members Absent:** Bennett Adamson

**Guest Presenters:** Kelly Jackson, Ronnie Mullins, Suzanne Panferov Reese, Lisa Turker, Brent White

**Additional Guests:** Nick Ferdinandt, Kim Jones, Eddy White

Temporary Chair Claudia Stanescu called the meeting to order at ­­­3:30 p.m. A quorum was established with 8 voting members.

1. **Introductions and Meeting Procedure**

Claudia welcomed members and asked for introductions. Claudia gave a brief overview of the purpose of the subcommittee and the responsibilities that subcommittee members have. Members should personally review proposals and share proposals with their colleagues to ensure that the member’s vote reflects the unit they represent rather than their personal perspective. This subcommittee should not be viewed as simply a rubber stamp, but should carefully consider proposals and be ready to deny them if they are not in the best interest of the institution. Presenters will present their proposals and answer questions; after they depart, the subcommittee will discuss the proposal and vote.

1. **Policy Proposals**
	1. **Proposal to Amend the Undergraduate Minors Policy –** submitted by the Nutritional Sciences Department

**Presenters:** Kelly Jackson, Associate Professor of Practice, Nutritional Sciences; Ronnie Mullins, Assistant Professor of Practice, Nutritional Sciences

This proposal is to update the existing policy on Undergraduate Minors, to explicitly state that a minor may be chosen from any department, including the department offering the student’s major. The update would continue to honor existing double-dipping policies specific to individual departments or majors. The proposal was submitted by the Nutritional Sciences department because they would like to allow students with the Nutritional Sciences major to declare the Sports Nutrition minor. The updated text would allow each department to choose whether students can major and minor within the department, and continue to set their own double-dipping policies. The Sports Nutrition minor doesn’t allow double-dipping, and is a distinctly different specialization from the Nutritional Sciences major; since this field requires significant work after the bachelor’s degree in Nutritional Sciences is complete, it would be beneficial for students to be able to begin Sports Nutrition coursework during their undergraduate career.

Discussion commenced:

* How similar is the Nutritional Sciences major coursework to the Sports Nutrition minor coursework? There is one course in common between the two plans (NSC 101); the department would require students to take an additional elective in place of those units as needed.
* Is there a Sports Nutrition major? No; since you cannot be a sports dietician without first being a regular dietician, the Sports Nutrition curriculum is a useful minor but not a useful major.
* Is there any policy specifically prohibiting students from declaring their major and minor in the same department? This isn’t specifically addressed in the “Declaring a Minor” policy, but is implied by the Minor definition (at <https://catalog.arizona.edu/definitions-key-terms>), which states that “the minor is a secondary field of study….” In practice, this is understood to mean that the faculty teaching the minor coursework should be distinct from the faculty teaching the major coursework.
* One significant concern with the proposal is that it would create an environment where departments encourage students to declare a major and a minor in the same field of study in order to financially benefit the department, without an academic benefit for the student. This possibility would go against the spirit of the minor, which is to broaden the horizons of students beyond their major field of study.
* Is there another way for Nutritional Sciences to allow their major students to get Sports Nutrition coursework, without declaring the Sports Nutrition minor? Suggestions included creating a Sports Nutrition subplan for the major (two subplans already exist for this major), and creating an undergraduate certificate once that option is available again.

Since there were no further questions, the presenters left at this time. Discussion continued:

* There was continued discussion concerning whether approving the update to this policy would make it too easy for students to major and minor in the same field. Changing the institutional policy would create undesirable consequences. The case of the Sports Nutrition minor needs to be addressed individually, rather than by changing the institutional policy.
* The consensus of the subcommittee was that the recommendation to the Nutritional Sciences department would be to look into creating either a new Sports Nutrition subplan within their Nutritional Sciences major, or a Sports Nutrition undergraduate certificate (when that option is available again). Both of those solutions would allow Nutritional Sciences majors to take Sports Nutrition coursework and have it appear on their transcript without requiring a change to the minor policy.

**Joost van Haren moved to deny the proposal, and David Ortiz seconded the motion. The vote was unanimous, with 8 votes in favor of denying.**

1. **Proposal to Standardize Offering UA University Credit for UA Study Abroad Programs –** submitted by UA Global

Presenters: Brent White, Vice Provost, Global Affairs; Lisa Turker, Director, Arizona Abroad Locations

This proposal is to update the language of three UA policies to standardize how coursework taken through Study Abroad counts. Changes to the *Units in Residence – University Credit Requirement,* the *Acceptability of Undergraduate Transfer Credit*, and the *Graduation Grade Averages and Credit Requirements* policies were proposed. There are well over 100 courses that are currently offered through Study Abroad that are listed as UA courses; the proposal will make the process for offering UA credit through Study Abroad more consistent, and will facilitate better utilization of Study Abroad. Clearly labeling Study Abroad courses as UA credit will ensure that students can use their financial aid for these courses, lowering current barriers to access so more students can take advantage of this opportunity. Currently participation in Study Abroad is skewed toward nonresident students because of the cost. Uncertainty about how coursework will count toward a degree is another barrier to access which would be lessened by this proposal.

Discussion commenced:

* Will this change the requirement that students complete at least one year in residence? No.
* Will this policy change affect Graduate students? No, this proposal is for Undergraduate students only.
* How many students currently participate in Study Abroad? Around 1,300. This number doesn’t even place the UA in the top 50 institutions for Study Abroad participation.
* Can the proposed language for the *Units in Residence* section be altered to more clearly state that Study Abroad courses do not count toward the required 18 units in residence? Yes, UA Global would accept a rewritten version of that language.
* How are grievances (for discrimination or other mistreatment) handled when students are taking UA courses through an exchange partner? Students would work through the Dean of Students as they would on campus. For grade appeals, students would work through the host campus’ processes. Additional language can be added to make this process more clear.

Since there were no further questions, the presenters left at this time. Discussion continued:

* The committee members agreed that this version of the proposal has significantly improved based on the feedback given to the proposers in Spring 2019.
* The updates to the policy will have a positive effect for local students.
* The committee confirmed that pre-approved Study Abroad coursework should not count toward the 18 units of the final 30 units in residence requirement (though Study Abroad units will count toward the GPA and toward academic requirements). Pam Coonan and Alex Underwood will craft proposed language for this policy and provide it to the committee and the proposers for their approval.

**Joost van Haren moved to approve the proposal pending updates to the proposed language for the Units in Residence policy, and David Ortiz seconded the motion. The motion passed unanimously with 8 votes in favor.**

1. **Proposal to Accept CESL English Proficiency Test (CEPT) for Admission –** submitted by UA Global

Presenters: Suzanne Panferov Reese, Associate Vice President, Global Initiatives; Brent White, Vice Provost, Global Affairs

This proposal is to add the CESL English Proficiency Test to the list of English language proficiency exams accepted for admission. The test was developed by CESL in 2018 and has been used by the Graduate College for the past two admission cycles. The CEPT is less expensive to take than other tests currently accepted by the UA. The CEPT is a hybrid test administered online using UA Examity, and includes a 15-minute online interview. Because it is administered online, candidates can take the test much sooner after registering than is possible for tests required to be administered in person. The increased accessibility of the test would make it a good alternative to other tests, and could also be useful for recruiting students more efficiently.

Discussion began:

* How do the exam results for the CEPT compare to results for other exams already in use? The Common European Framework of Reference for Languages (CEFR) is the standard that proficiency tests are compared to; the CEPT is closely tied to the CEFR. A score comparison chart is included in the proposal to show how CEPT scores relate to CEFR, TOEFL, IELTS, and Pearson PTE Academic scores.
* How does the speaking component compare to other exams? Administered as a 15-minute, 1:1 online interview, preferable to other exams which place candidates in a room with other candidates to complete the speaking portion using headphones.
* How is cheating prevented? UA Examity provides security for the online test, and test taker identity is verified during the interview portion.
* Is there any way to identify students who may have difficulty keeping up in their courses because of trouble listening in a classroom setting and interpreting accents? The interview subscore of the CEPT could help identify those possible issues if desired, so those students could be directed to additional resources when they come to the UA.
* Would specific scores be required for acceptance? Specific score ranges have been identified that correlate to ranges currently accepted for other exams, but individual academic units would be able to specify other score requirements as they deem appropriate for their field.
* Will the score ranges be fine-tuned as CESL accumulates more data so academic units can determine the best score requirements? CESL can assist academic units in this process if their score requirements for existing exams aren’t directly reflected on the score comparison chart on the proposal.

Since there were no further questions, the presenters left at this time. Discussion continued:

* CAAC is already aware and supportive of this proposal.
* It’s beneficial that students will be able to get their results faster and will need to spend less money to take the test.
* Since the test is owned by the UA, if any issues arise in the future it will be possible to update the test directly rather than waiting for an outside vendor to update the test.
* Students will not be required to use the CEPT; it will simply be an additional option for determining proficiency.

**Anthony Sanchez moved to accept the proposal to accept the CESL English Proficiency Test for admission, and Leslie Dennis seconded the motion. The motion was approved unanimously with 8 votes in favor.**

Claudia adjourned the meeting at 5:00 p.m. The next Subcommittee meeting will be on September 24, 2019.

*Respectfully Submitted by Abbie Sorg, 9/6/19*