

# Agenda

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Goal	Establish a clear direction for any revisions of the Second Language Requirement for Bachelor's Degrees
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Overview of 2 <sup>nd</sup> Language Taskforce	Charge
	Executive Summary/Recommendations

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Status of Policy Proposals	UWGEC Feedback
	Eller Proposal

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Discussion

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# Second Language Requirement for Bachelor's Degree Committee

U-CAAC Update | 9/24/2024

## Purpose

At the call of the Provost, there is a need to conduct a comprehensive review of the second language requirement for bachelor's degrees at the University of Arizona. The review will assess the relevance, effectiveness, and impact of the current second language proficiency requirements on students' academic and professional development. The committee's work will ensure that the second language requirement remains relevant and beneficial to the University of Arizona's diverse student body, preparing them for success in a globalized world.

## Scope | The committee will:

- Evaluate the current second language proficiency requirements for both B.A. and non-B.A. degree programs.
  - Including the philosophical need for this requirement or its expansion or inclusion within the cultural competency requirements of the new general education curriculum.
  - Review the second language proficiency requirements of peer institutions.
- Consider the methods by which students can demonstrate second language proficiency/cultural competency proficiency, including examinations, course completions, and alternative assessments.
- Assess the alignment of the second language requirement with the university's educational goals and student needs.
- Recommend potential modifications to the current policy, if necessary.
  - Any policy recommendations will then proceed to standard Academic Policy Shared Governance process.

**First Meeting: 10/4 @2pm (tentative)**

## Committee

Name	Representing
Sharon Aiken-Wisniewski	Academic Advising
Jackie Rindone	Academic Advising
Jenny Lee	Arizona International
Jim Hunt	CALES
Nataliya Apanovich	CAPLA
Nicole Kontak	CAST
Alex Lynch	College of Education
Kim Ogden	College of Engineering
Sarah Chiesa	College of Fine Arts
Chantelle Warner	College of Humanities
Diana Daly	College of Information Science
Peggy Jenkins	College of Nursing
Jennifer Schnellmann	College of Pharmacy
Rebecca Gomez	College of Science
Melanie Madden	Curricular Affairs
Laura Ullrich	Eller College of Management
Scott Gregory	Faculty Senate
	MEZCPH
Susan Miller-Cochran	Office of General Education
Alex Underwood	Office of the Registrar
Mahmoud Azaz	SBS
Jeremy Vetter	UGC
Greg Heileman	Undergraduate Education
Rob Groves	UWGEC
	WA Franke Honors
John Koshel	Wyant College of Optical Sciences



# Current Second Language Requirement for Bachelor's Degree

## Second language requirements vary depending on whether you are in a B.A or a non-B.A degree program.

### For B.A. Degree Programs

Fourth-semester skill level in a second language is required. May fulfill requirement with one of the following options:

- 1) Scoring the equivalent of fourth-semester skill level on a proctored proficiency examination administered by The University of Arizona.
- 2) Completion with a C or better of a fourth-semester course at the post-secondary level.
- 3) Completion with a C or higher of a 300- or 400-level language course at the post-secondary level.
- 4) Completion of one course beyond the third semester in combination with an AP (Advanced Placement) score, IB (International Baccalaureate) score or a CLEP (College Level Entrance Program) score determined by the individual language department.
- 5) An AP, IB, or CLEP language score (listed in policy)
- 6) A minimum of one semester study abroad in a language program approved by the appropriate language department as the equivalent of fourth-semester skill level.

# Current Second Language Requirement for Bachelor's Degree

## For all students in non-B.A. Degree Programs

Second-semester skill level in a second language is required. Non-B.A. degree students may fulfill this requirement with one of the following options:

- 1) Scoring the equivalent of second-semester skill level on a proctored proficiency examination administered by The University of Arizona.
- 2) Completion with a C or better of a second semester course at the post-secondary level.
- 3) An AP (Advanced Placement), IB (International Baccalaureate) or CLEP (College Level Entrance Program) language score (listed in policy).
- 4) In the College of Engineering by a method determined within the College; however, all students in the college must also take a language placement examination on entrance to the University.

# Second Language Requirement for Bachelor's Degree Committee

## Final Recommendations

The committee reaffirms the importance of the second language requirement as part of the undergraduate curriculum at the University of Arizona. The requirement compliments the other parts of the Foundations General Education Curriculum **by fostering multilingual and intercultural competencies**. These include the ability to (1) **communicate effectively**, both within that specific new language and within the other languages they speak – by honing their awareness of how languages work, with all their unique features and ways of making sense out of the world; (2) **understand and appreciate differences**, cultivating an appreciation of different perspectives and practices both within the U.S. and beyond; (3) **engage in critical thinking** about how languages and cultures carry values and assumptions, and in doing so to experience linguistic humility, a recognition of the moments where people with different linguistic backgrounds are translating concepts or ideas (sometimes only partially) even when they are communicating in a shared language.

# Second Language Requirement for Bachelor's Degree Committee

## Final Recommendations, con't.

The committee recommends that all bachelor's degrees should have a graduation requirement regarding language/cultural competency. The requirement should be university-wide and could be satisfied through various methods, including high school coursework, proficiency exams, AP credits, and study abroad programs. The committee also proposed splitting the requirement into two policies: *General Education Foundations*, to ensure consistency of General Education requirements regardless of degree program and *Additional Language Requirement for BA Degrees*, to ensure appropriate language competency for BA Degrees.

The committee's work aimed to create a more consistent and fair approach to the second language requirement, ensuring that it aligns with the university's educational goals and prepares students for success in a globalized world. The final recommendations will be incorporated into policies for review by Shared Governance groups, with the goal of implementing the new policies effective with the fall 2026 semester.

# Second Language Requirement for Bachelor's Degree Committee

## Recommended Policy Overview

### General Education Foundations Second Language Requirement

- Second Semester competency – similar to the current non-BA requirement.
- Can be satisfied through coursework, including High School coursework in a 2:1 ratio – the same consideration currently used by the College of Engineering.
- Additional ways of satisfying include Study Abroad and multilingual learning experiences, proficiency exams, etc.

### Bachelor of Arts Second Language Requirement

- Fourth Semester competency or an additional second semester competency beyond the Foundations requirement.
- Expands existing BA requirement to allow for multiple languages to satisfy the competency requirement.
- Additional ways of satisfying include Study Abroad and multilingual learning experiences, proficiency exams, etc.
- Moves the additional requirement beyond the Foundations to a degree-specific university level requirement.

# Second Language Policy side-by-side

## Current Policy

- Varies by degree type, inconsistent GE requirements
- Students can “uncomplete” GE requirements
- “By Method of their Choosing”
- Ways to satisfy: placement, coursework, transfer (including AP, etc), select Study Abroad

## Taskforce Recommendations

- Provides more flexibility for students to satisfy requirements
- Varies by degree type AND consistent for GE program requirements
- Students cannot “uncomplete” GE requirements
- Additional ways to satisfy: Seal of Biliteracy, Multilingual Learning Experiences, Study Abroad\*

# Examples: Second Language Policy side-by-side

Example	Current	Proposal
Student has AP/CLEP/IB for Language	At the appropriate level satisfies requirement	At the appropriate level satisfies requirement
Student takes UA Placement or Credit by Exam	At the appropriate level satisfies requirement	At the appropriate level satisfies requirement
Student has transfer credit for Second Language course (s)	Requirement is satisfied if transfers at appropriate level (ie – 2 <sup>nd</sup> Semester for non-BA and 4 <sup>th</sup> Semester for BA)	Requirement is satisfied if transfers at appropriate level (ie – 2 <sup>nd</sup> Semester for Gen Ed and either 4 <sup>th</sup> Semester for BA or two languages at 2 <sup>nd</sup> Semester)
Student has an AGEC or Bachelor’s degree	Requirement is satisfied	Gen Ed Requirement is satisfied BA Language required to be satisfied
Student does Study Abroad	At the discretion of the academic department of the language which is the language of the student’s study abroad experience the student may receive credit	Study Abroad experiences can be submitted to satisfy the requirement and all students who take that study abroad satisfy requirement
Other Multilingual Learning Experiences (ie- ITEP)	Student must take additional language	Will satisfy requirement if part of an approved experience
Student earned a Seal of Biliteracy	Student must take UA placement or credit by exam to satisfy requirement	Will satisfy requirement

# Current Status of Policy Proposals

## Taskforce Recommendations

- UWGEC – did not accept full recommendation
- UGC Subcommittee - did not accept full recommendation

## Eller Proposal

- UWGEC – did not accept
- UGC Subcommittee and Full Council – did not accept

# UWGEC Statements (Spring 2025 and Updated Fall 2025)

## Taskforce Recommendations

UWGEC recognizes the proposal includes several important and positive changes, including:

- the standardization of Foundations portion of the second language requirement across all degree types
- the flexibility afforded to B.A. students on how they continue second language study (in the same or another language)
- new ways of satisfying the second language requirement (Seal of Biliteracy, certain language-intensive programs, expanded study abroad options)

UWGEC acknowledges that the Second Language Task Force did recommend (in its most contentious vote) that students be allowed to satisfy their Foundations requirement with High School coursework (an arrangement similar to that currently used by the College of Engineering); however, UWGEC also has significant concerns and reservations about 2 years of high school coursework satisfying university requirements.

- current processes (i.e. placement testing) allow students to count what has been learned in High School

# UWGEC Statements (Spring 2025 and Updated Fall 2025)

## UWGEC Recommendations of Revisions to the Taskforce

### Recommendations:

**OPTION 1:** Removing the following text from the “Course Completion’ section of the “Ways to satisfy the Requirement” (p.8-9): “One year of coursework taken in a second language at the high school level will be considered the equivalent of one semester at the post-secondary level.”

UWGEC also discussed two other alternative revisions:

- **OPTION 2A:** Revising the following text from the “Course Completion’ section of the “Ways to satisfy the Requirement” (p.8-9): “Two years of coursework taken in a second language at the high school level will be considered the equivalent of one semester at the post-secondary level.”
- **OPTION 2B:** Revising the following text from the “Course Completion’ section of the “Ways to satisfy the Requirement” (p.8-9): “Three years of coursework taken in a second language at the high school level will be considered the equivalent of two semesters at the post-secondary level.”
  - The committee voted non-bindingly in favor of this option, with 11 yes, 4 no, and 2 abstentions (9/3/25)

# UWGEC Statements (adopted 10/15/2025)

## Eller Proposal:

While UWGEC admires and supports Eller's efforts to ensure that their graduates can be successful in the careers they may choose to pursue after graduation, ultimately UWGEC voted against this requested change to policy for a few reasons:

- 1.) UWGEC is considering a broader policy and would prefer to create a consistent, coherent policy rather than an ad hoc and changing list of exceptions.
- 2.) UWGEC affirms the notion that a University of Arizona education is more than just career training and the role of general education in creating a shared sense of what a Bachelor's degree signifies.

# U-CAAC Discussions and Votes

## January 23:

U-CAAC had a lengthy discussion of the proposal from the Taskforce, as well as the recommendations from UWGEC. The council voted in favor of the Taskforce recommendations.

## February 24:

After some questions arose, U-CAAC revisited the discussion of the second language requirement and additionally voted to recommend that the Taskforce be reconvened to discuss the specifics of the proposal's implementation.