

ELLER REQUEST FOR EXCEPTION TO THE SECOND LANGUAGE POLICY

Voting history

- UGC full committee: voted to reject the proposal (14-0)
- UGC Curriculum & Policies subcommittee: voted to reject the proposal (8-0)
- UWGEC: voted to reject the proposal (12-5; 2 abstentions)

Shared Governance Discussion Summaries

11/18/25 – UGC Full committee

The chair of the UGC Curriculum & Policy subcommittee, presented the second language exception request to the full committee by giving them some background, Eller's reasoning and the subcommittee concerns:

Background:

- Current policy requires 2 years high school second language plus additional university coursework for a non-BA program
- College of Engineering has an existing exception (can verify completion by method of their choosing and all incoming students are required to take a language placement exam)
- UWGEC indicated they would not grant such exceptions today if requested

Eller's Reasoning:

- Competitiveness with other business programs
- Limited elective space (6-9 credits)
- Desire to add AI and other contemporary courses
- Need decision by end of November for Fall 2026 curriculum changes

Subcommittee Concerns:

- Second language acquisition important for communication and cultural exposure
- Consistency needed across Gen Ed to prevent students from backtracking when changing majors
- Hundreds of students leave the program (particularly after accounting courses)
- Multiple-use courses policy allows programs to develop Gen Ed courses that also satisfy major requirements
 - Eller had not explored this option
- Concern about "slippery slope" if exceptions granted

The discussion in the full UGC committee concurred with the university wide goal of consistency of the general education curriculum across all colleges and majors, the value of second language courses for students, and UGC members expressed doubt about the importance of a second language requirement on recruitment of students.

The vote in the full committee was unanimous to reject the Eller second language exception proposal.

11/04/25 – UGC Curriculum & Policy Subcommittee

Dean Karthik Kannan from Eller joined the Undergraduate Council Curriculum & Policies subcommittee meeting to explain the reasoning behind his college's request for the Bachelor of Science in Business Administration (BSBA) Degree to be extended the "Engineering exception" to the Foundations Second Language requirement.

Primary reasons for Eller request:

- To remain competitive with other institutions:
 - 52% of peer institutions had no 2nd language requirement
 - 17% had only requirements for specialized programs (e.g., international business)
- To better prepare students
 - Companies are expecting business graduates to be familiar with AI, but there is no room in the curriculum to add courses on AI
 - BSBA students currently have room for 6-9 credits of electives
 - The exception would free up 8 additional units in the curriculum for new courses and other electives
- If the exception is not granted by end of November 2025, changes to curriculum must be delayed until Fall 2027

Key discussion points for the UGC C&P subcommittee:

- Second language acquisition makes students better communicators and more sensitive to other cultures, and the committee feels strongly that UofA should not follow suit with other universities by eliminating this requirement. Furthermore, the committee rejects the sentiment that high school students choose which university to attend based on second language requirement.
- A primary goal of updating GE policies is to give students consistent and streamlined experiences regardless of program. The Eller exception moves us away from this goal and puts students at risk of "uncompleting" Gen Eds if they switch out of the BSBA program.
- If a program feels additional elective courses are necessary in the curriculum, the committee agreed that this should be carved out of program requirements rather than GE requirements.
 - The Engineering exception, if requested today, would not be supported by UWGEC nor UGC.
- The committee suggested that Eller consider creating more GE courses that could also apply to a student's major under the Multiple Use of Courses policy. This would

free up space in the curriculum. Dean Kannan noted that this option had not been considered.

The UGC Curriculum & Policies subcommittee voted unanimously to reject Eller's request for an exception to the second language policy.

10/29/25 – UWGEC

UWGEC recently discussed Eller College of Management's proposal that students in their Bachelor of Science in Business Administration Degree be extended the "Engineering exception" to the Foundations Second Language requirement.

The memo accompanying the request cited the need for additional coursework in the major, including courses on Artificial Intelligence, Advanced Data analytics, and Digital Transformations strategies in support of student's career trajectories, pointing out that a significant portion of comparable institutions do not have such a requirement (while also that many do in fact have such a requirement). The memo concludes with the argument that "Rather than maintaining a traditional requirement that provides limited career value for most business students, we can offer specialized technical education that directly enhances our graduates' employability and professional advancement opportunities."

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.** Following up on the recommendations of the Second Language Task Force convened in the 2024–2025 Academic Year, and proposals from the Office of the Provost in conjunction with the Registrar, UWGEC has debated and approved updated policies, including changes to the Foundations: Second Language category. These changes would open still more pathways to satisfaction of the requirement outside of language courses (on top of the many pathways already accepted).

UWGEC has explicitly rejected in multiple discussions and at least one formal vote, the extension of the practice of satisfying our Foundations requirement by assuming (in the absence of evidence) that two years of high school course work achieves the same learning as two semesters of university, i.e. the method chosen by the College of Engineering, which Eller seeks to adopt for the BSBA. Experts in the teaching of

language and culture have pointed out that this method is unlikely to be a reliable measure of assessing the learning or experiences of students given the diversity of high school experiences and the shortage of qualified teachers in many high school language programs, and object to its current use in the College of Engineering. UWGEC looks forward to faculty governance and administration aligning on and approving a clear and consistent policy that supports the place of language work in the general education curriculum and as a university-level requirement (not just an admissions requirement), but does not wish to pass *ad hoc* exceptions, a practice which the administration specifically highlighted as undesirable, confusing, and contrary to the best practice of having a single Gen Ed policy for all students.

It is true that our current policy does not achieve that goal, and the “Engineering exception” does violate that principle. We recognize that this long-standing exception was driven by similar needs (the desire for a major to prepare students for a specialized career with specific accrediting requirements), but many on UWGEC are ultimately unsatisfied with the strategy employed by the College of Engineering which seems to not take seriously the role of language proficiency in the General Education program. That is, were the “Engineering Exception” put in front of UWGEC today, it is not clear that policy would pass this committee’s vote.

Our goal is not to hold students in the Eller College of Management to a different standard than students in the College of Engineering, or to treat the colleges themselves unequally, but rather to ensure that students in both (and indeed, all) colleges have a consistent program and rationale. We ask for your patience while we move forward to that goal on a broad policy level.

- 2.) UWGEC affirms the notion that a University of Arizona education is more than just career training.** While we recognize that students in the BSBA program have a lot to learn both to be prepared for their careers and to meet requirements of accrediting bodies, the University of Arizona has repeatedly affirmed the value of a broad general education curriculum which serves every student by “supporting the development of the habits of mind that define an educated person.” ([ABOR policy manual 2-210](#), A.4) Both UWGEC and the Provost’s Second Language Task Force repeatedly affirm the place of Second Language courses and skills in the training of those habits of mind.

UWGEC also notes that such courses and skills support the overall [Student Learning Outcomes for General Education](#) at the University of Arizona, including all four major elements: the ability to Think Critically, Communicate Effectively, to Understand and Value Differences, and to Use Information Effectively and Ethically. Language courses and training are an integral piece of these aims, as well as the charge from ABOR that students “receive exposure multiple times” and that pieces of material “build upon each other in an integrative manner.” ([ABOR policy manual 2-210](#), A.1). That is, Foundations Language courses (and/or the other ways students can establish their proficiency in second language) align with and support other efforts. Language training serves alongside courses with the World Cultures and Societies attribute to help students “Understand and Value Differences.” Language experience serves alongside courses with the writing attribute and foundations writing courses to help students “Communicate Effectively.” Second Language learning promotes critical thinking and information literacy alongside efforts in those areas as well.

While this is not the venue to defend every piece of the General Education curriculum, it is important to note that it has been designed and approved as a curriculum that works with all its parts to ensure that all our students, whatever their careers turn out to be (or not to be), walk away with a solidly broad university education that will be applicable to their future lives as humans and citizens as well as workers. In the light of a competitive world in which both programs and universities compete for students and funding, it is part of UWGEC’s role to protect the quality and breadth of students’ general education, even as colleges and departments work to protect the quality and depth of students’ education in their major and minor field(s). In programs where students’ major coursework occupies so many of their 120 university units, it becomes more (not less) important that the students have an opportunity to robustly satisfy all components of general education work in their required courses.

It should be noted that there are many pathways to satisfaction of the Second Language requirement, many of which require fewer than 8 units and in some cases as few as 0 units. Unless or until the requirement is substantively changed, we would encourage Eller advisors and faculty to consider advising students to take advantage of previous language training by having students whenever possible proceed into second-semester courses in their first semester (when recall of previously studied material is highest), to take advantage of the university administered proficiency exams, and/or other methods of satisfaction. The language requirement is the only foundations requirement that can be

satisfied with no coursework. It should also be noted that other units on campus have been exploring the development of specific language offerings that serve the needs of students in their colleges, and that departments that teach language are generally very open to these kinds of collaborations that might allow Eller students to satisfy the second language requirement and learn major-specific content or skills in the same course(s).

UWGEC Second Language Policy Revision Rationale

UWGEC discussions around the proposal from the provost's office regarding the Foundations Second Language requirement were lengthy due to a few significant issues, which we detail here in hopes that other faculty governance bodies can understand the recommendation we have made, and hopefully move the proposal forward in a productive manner.

UWGEC acknowledges that the original 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)

UWGEC also has significant concerns and reservations about high school coursework satisfying university requirements with no further proof of learning accomplished or outcomes achieved, and especially with the designation of 2 years of high school coursework (the same standard as university admissions requirement) as the equivalent of our second semester course-requirement.

Many members of UWGEC objected to this arrangement on principle out of a concern that this *de facto* undermined the Task Force's commitment to the importance of the Second Language requirement at the university. Others were concerned that this would set a precedent, eventually allowing high school coursework (without demonstration of proficiency or learning) to undermine foundations requirements in math and writing as well.

Subject matter experts pointed out that there is (in Arizona and nationwide) a shortage of qualified language teachers, meaning that in many cases students' high school experiences do not represent as substantive an engagement with another language or culture as the title of the course might suggest. The university cannot and should not be in the business of deciding which high schools or teachers are "good enough" to count, nor should it be deeming all high school experiences equal or satisfactory (especially in the absence of data to indicate that that is a reasonable assumption), and given the experiences of second language instructors at the UofA and those familiar with the placement and proficiency exams which indicate students with similar quantities of coursework arrive at the university with vastly different skill sets.

UWGEC nevertheless 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, recommending an arrangement similar to that currently used by the College of Engineering and sought after by some other non-B.A. programs. We understand that those programs (given the massive unit loads demanded by program needs or accrediting bodies) are often challenging for students to complete in 4 years, and that programs are attempting to ensure that barriers to student success are minimized. This is a worthwhile and important goal, though data showing that second languages represent a consistent or unique barrier to students' success are lacking.

Given all of the above, UWGEC has approved the policy with the following change:

UWGEC Second Language Policy Revision Rationale

- **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.”
 - Students could still use the other 5 ways to satisfy the requirement in addition to university level coursework (Proficiency Exam, Credit by Exam (including CLEP, AP, IB, etc.), Seal of Biliteracy, Language-Intensive University Sponsored Study Abroad & Multilingual Learning Experiences, and/or International Admission).
 - Note: This would effectively remove the “Engineering Exception” as it currently stands, creating an equal playing field across the university, but is likely to be vociferously opposed by the College of Engineering and other units interested in helping their students bypass this requirement without demonstrating proficiency.

UWGEC also discussed two other alternative revisions to address this concern, both of which had some support, but neither of which was incorporated into the motion that was passed by UWGEC to move forward the Second Language Foundations policy changes:

- **OPTION 2A:** Revising the following text from the “Course Completion” section of the “Ways to satisfy the Requirement” (p.8-9): “~~One~~ **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.”
 - This maintains a pathway through high school coursework, but at a higher standard. Based on the experiences of subject matter experts, students who have taken 4 years of High School language are much more likely to have had substantial experience and learning (both in terms of language proficiency and in terms of the other cultural and communicative aims of the second language requirement). The number of students who would do 4 years of language in high school and not pass a proficiency test at the second semester level is vanishingly small. And this option would therefore save students who have done this work from the extra hurdle of taking the proficiency test.
- **OPTION 2B:** Revising the following text from the “Course Completion” section of the “Ways to satisfy the Requirement” (p.8-9): “~~One~~ **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.”
 - This has most of the same advantages as Option 2A but acknowledges (accurately) that a majority of students who have done 3 years of language would have had substantial experience and learning. While there will still likely be some students whose high school experiences were less thorough than we would hope, the third year of a high school language learning experience tends to be a major turning point, with substantially more sophisticated language use and deeper cultural work and thus represents a substantive leap forward compared to second year. Most students who take 3 years of High School could pass a language proficiency test at the second semester level.

UWGEC also recommends that the multiple use of courses be changed to better reflect the new B.A. standards, with the revision to the language on p. 24:

~~Third- and fourth-semester level~~ **Second language courses taken to satisfy the Second Language requirement for a Bachelor of Arts degree may also apply to a major, pre-major, minor, and/or certificate (see Courses Excluded from the Minor).**

Date: August 9, 2025
To: Alex Underwood, Registrar, University of Arizona
From: Karthik Kannan, Dean, Eller College of Management
Subject: Eller BSBA Second Language Exception Request

Executive Summary

The Eller College of Management requests an exception to the university's second language requirement for students pursuing a Bachelor of Science in Business Administration (BSBA) degree. This exception will enable us to modernize our curriculum to better serve our students' career preparation needs in the rapidly evolving business landscape, particularly in artificial intelligence and digital technologies.

Our current language requirement places our students and our college at a significant disadvantage compared to peer competing business schools. Among peer business schools nationwide, 52% require no second language for business students, while leading institutions including the University of Michigan Ross School of Business, University of Florida Warrington College, and University of Wisconsin-Madison have eliminated these requirements entirely. Even within Arizona, ASU requires second language for only two specialized business programs—not their standard business degrees.

By removing this requirement, we can provide our students with the specialized technical skills that employers increasingly demand, ensuring they graduate with competitive advantages in today's technology-driven business environment rather than being constrained by outdated requirements that most top business programs have already recognized as counterproductive to student success.

Current Policy and Request

Current university [policy](#) states:

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 as listed below. (*Chart removed for brevity*).

The policy grants an exception for students in the College of Engineering. We request the same exception for all students pursuing a BSBA degree, as approved by our undergraduate curriculum committee.

Rationale: Enhancing Student Career Preparation

Current Curriculum Constraints

The Challenge: Our students need access to modern technical courses in artificial intelligence, data analytics, and digital business strategies to remain competitive in today's job market. However, our 120-credit curriculum operates at full capacity, preventing us from adding these essential courses without removing existing requirements.

The Solution: The eight credits currently allocated to second language requirements represent the most logical area for reallocation, as this requirement provides limited direct career value for most business students while the freed credits could accommodate high-impact technical coursework.

The current credit allocation demonstrates this constraint:

GENERAL EDUCATION + UNIVERSITY FOUNDATIONS: 46 credits

- Gen Ed categories: 23 credits (including ECON 200 as EP Social Science)
- University Foundations: 23 credits
 - Second Language: 8 credits
 - Math: 9 credits (3 units if placing into MATH 116, though MATH 100 placement is more common)
 - Writing: 6 credits (typically)

BUSINESS FOUNDATIONS/CORE COURSES: 55 credits (Essential courses in accounting, finance, management information systems, marketing, etc., excluding ECON 200)

MAJOR-SPECIFIC CORE COURSES: 18-22 credits (Fundamental concepts pertinent to individual departments)

This structure aligns with AACSB accreditation standards and matches peer business schools. However, it leaves students with limited flexibility—many BSBA majors have at most one additional elective, while others have no room for supplementary coursework.

Meeting Modern Business Education Needs

Today's business graduates need technical proficiency to succeed in an increasingly digital marketplace. We have identified opportunities to introduce courses that would significantly enhance our students' career prospects:

- **Required AI for Business course** at the Business Foundations level
- **Major-specific AI applications** tailored to each department's focus areas
- **Advanced data analytics** beyond basic statistical requirements
- **Digital transformation strategies** relevant across business functions

These additions support our strategic goal of becoming the "Nation's Premier Digital-First Business School" while providing students with highly marketable skills that employers actively seek.

The eight credits currently allocated to second language requirements could accommodate these valuable additions, directly improving our students' post-graduation opportunities and career advancement potential.

Analysis of Peer Institutions

A comprehensive survey of peer business schools conducted in May 2024 reveals that our current language requirement places our students at a competitive disadvantage:

Peer Institution Language Requirements:

- **52% require no second language** for business degree students
- **17% require second language only** for specialized programs (e.g., Global Business)
- **30% require second language** for all business students

Comparable institutions without language requirements include:

- Michigan State University, Broad College
- Purdue University, Daniels School of Business
- Miami University, Farmer School of Business
- Washington University, Olin Business School
- University of Michigan, Ross School of Business
- University of Florida, Warrington College of Business

- University of Wisconsin-Madison, Wisconsin School of Business

Arizona State University requires second language for only two business-related programs:

| Major | Degree | College | Second Language Required |
|---------------------------------|--------|---|--------------------------|
| Business (Language and Culture) | BA | W.P. Carey School of Business | Yes |
| Global Management | BGM | Thunderbird School of Global Management | Yes |

This data demonstrates that the majority of respected business programs have recognized that mandatory second language requirements do not optimally serve their students' career preparation needs.

Student Impact and Benefits

Granting this exception would provide several direct benefits to our students:

Enhanced Career Preparation: Students would gain access to cutting-edge technical skills that employers increasingly value, including AI literacy, data analytics, and digital business strategies.

Improved Flexibility: Additional elective space would allow students to pursue specialized coursework aligned with their career interests and market demands.

Competitive Advantage: Graduates would enter the job market with technical competencies that distinguish them from peers at institutions with more traditional curricula.

Better Resource Allocation: The college could redirect educational resources toward high-impact courses that directly support student career outcomes.

Conclusion

Eliminating the second language requirement from the BSBA program would enable the Eller College of Management to better serve our students by modernizing our curriculum to reflect contemporary business realities. This change would allow us to integrate essential technological content that mirrors the dynamic business environment our graduates will enter.

Rather than maintaining a traditional requirement that provides limited career value for most business students, we can offer specialized technical education that directly enhances our graduates' employability and professional advancement opportunities. This student-centered approach aligns with our commitment to preparing business leaders for success in an increasingly digital economy.

The requested exception represents a strategic investment in our students' futures, ensuring they graduate with the skills and knowledge necessary to excel in modern business careers.

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General Education Policy Proposals – Second Language | Effective Fall 2026

| | | | |
|---|--|---|---|
| Overview | Guiding Principles <ul style="list-style-type: none"> • General Education requirements should be the same across all undergraduate degrees. • A change of major should not lead to the “uncompletion” of a previously completed degree requirement. • Reduce the complexity of curriculum to better support students navigating their degree programs. Foundations Second Language <ul style="list-style-type: none"> • Recommendations based on the work of the Second Language Taskforce. • Splits requirement into two policies: <i>General Education Foundations</i>, to ensure consistency of General Education requirements regardless of degree program and <i>Second Language Requirement for Bachelor of Arts Degrees</i>. • Expands options for students in BA programs by allowing for the completion of two languages. • Codifies the method of review that had been previously limited to the College of Engineering and accommodates requests from colleges to have the same considerations. • Removes limitation requiring a C or better for the final course in the language sequence. • Identifies additional methods of satisfying the requirement, including Study Abroad and multilingual learning experiences (example: ITEP). | | |
| Policy Sponsor | Greg Heileman, Vice Provost, Academic Affairs | | |
| Responsible Unit | Undergraduate Education General Education | URL | https://undergraduate.arizona.edu/ https://ge.arizona.edu |
| Career Applicability | <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Law <input type="checkbox"/> Medicine <input type="checkbox"/> Pharmacy <input type="checkbox"/> Veterinary Medicine | | |
| Approvals Granted <i>(for council use only)</i> | University-Wide GE Committee | Scheduled: 8/20/2025, 9/3/2025, 9/17/2025 | Status: |
| | UGC Policies Subcommittee | Scheduled: 9/9/2025 | Status: |
| | Undergraduate Council | Scheduled: | Status: |
| | Undergraduate CAAC | Scheduled: | Status: |
| | Faculty Senate Executive Committee | Scheduled: | Status: |

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|--|----------------|------------|---------|
| | Faculty Senate | Scheduled: | Status: |
| | Provost | Scheduled: | Status: |

Policy List & Proposed Actions

| Policy | URL | Proposed Action |
|---|---|---|
| General Education Foundations | https://catalog.arizona.edu/policy/program-graduation/general-education/foundations (approved updates for the 26-27 catalog year found at https://catalog.arizona.edu/resources/approved-general-education-updates-2026-2027#general-education-foundations1) | <ul style="list-style-type: none"> Combine separate second language foundations policy into overall GE Foundations policy Relocate second language requirements for Bachelor of Arts degrees into new University-level policy Students may satisfy the second-semester proficiency language requirement with high school coursework Completion pathways added/clarified for study abroad, multilingual learning experiences, international students, and those with seal of biliteracy |
| General Education Foundations - Second Language Requirement (Policy Inactivation) | https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#second-language-requirement-for-undergraduate-degrees | <ul style="list-style-type: none"> Streamline Foundations second language requirement to second-semester proficiency for all students Add provision that students may satisfy the foundations requirement with high school coursework in a 2nd language (3 years of high school satisfies the General Education second language requirement) Create additional pathways for satisfying second language requirement: <ul style="list-style-type: none"> International Admissions Seal of Biliteracy Study Abroad & multilingual experience |
| Second Language Requirement for Bachelor of Arts Degrees (New) | | <ul style="list-style-type: none"> Create a second-language requirement for B.A. students, outside of General Education Students may satisfy the B.A. requirement with either 2nd semester proficiency in two separate second languages, or 4th semester proficiency in one second language |

General Education Foundations | Second Language

General Education Foundations

| Policy | URL | Proposed Action |
|-------------------------------|---|--|
| General Education Foundations | https://catalog.arizona.edu/policy/program-graduation/general-education/foundations (approved updates for the 26-27 catalog year found at https://catalog.arizona.edu/resources/approved-general-education-updates-2026-2027#general-education-foundations1) | <ul style="list-style-type: none"> Combine separate second language requirement policy into overall foundations policy Relocate second language requirements for BA degrees into new policy Students may satisfy the second-semester proficiency language requirement with high school coursework Completion pathways added/clarified for study abroad, multilingual learning experiences, international students, and those with seal of biliteracy |

Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

| Existing Policy | Proposed Edit |
|--|--|
| General Education Foundations The Foundations component of the General Education Curriculum builds competency in writing, mathematics, and second language skills that can be further developed in General Education courses, and in the major and minor. All courses that satisfy foundations requirements are approved by the University-Wide General Education Committee after consultation of the academic discipline. | General Education Foundations The Foundations component of the General Education Curriculum builds competency in writing, mathematics, and second language skills that can be further developed in General Education courses, and in the major and minor. All courses that satisfy foundations requirements are approved by the University-Wide General Education Committee after consultation of the academic discipline. |
| Mathematics Requirement | Mathematics Requirement |

| Existing Policy | Proposed Edit |
|--|--|
| <p>All students, as part of their General Education requirements, are expected to demonstrate mathematical knowledge and quantitative reasoning. Students must complete one approved course of 3 units or more denoted in the course catalog as satisfying Foundations Mathematics.</p> <p>Additional mathematics courses may be required in a student's program of study or as prerequisite requirements for coursework. Students should consult with their major advisor before selecting a general education mathematics course.</p> <p>Writing Requirement</p> <p>The General Education Writing Requirement ensures that all University of Arizona students develop strong writing skills. Effective communication is essential for academic success and professional growth.</p> <p>To fulfill this requirement, students complete designated writing courses as offered by the Writing Program.</p> <p>The University Writing Requirement also includes the completion of at least one Writing Emphasis Course in the major.</p> <p>Writing Course Options</p> <p>The course sequence required is determined by the Foundations Writing Evaluation.</p> <p>Two Course Sequence</p> <ol style="list-style-type: none"> 1. Writing 101 or 101A or 107 2. Writing 102 or 108 | <p>All students, as part of their General Education requirements, are expected to demonstrate mathematical knowledge and quantitative reasoning. Students must complete one approved course of 3 units or more denoted in the course catalog as satisfying Foundations Mathematics.</p> <p>Additional mathematics courses may be required in a student's program of study or as prerequisite requirements for coursework. Students should consult with their major advisor before selecting a general education mathematics course.</p> <p>Writing Requirement</p> <p>The General Education Writing Requirement ensures that all University of Arizona students develop strong writing skills. Effective communication is essential for academic success and professional growth.</p> <p>To fulfill this requirement, students complete designated writing courses as offered by the Writing Program.</p> <p>The University Writing Requirement also includes the completion of at least one Writing Emphasis Course in the major.</p> <p>Writing Course Options</p> <p>The course sequence required is determined by the Foundations Writing Evaluation.</p> <p>Two Course Sequence</p> <ol style="list-style-type: none"> 1. Writing 101 or 101A or 107 2. Writing 102 or 108 |

| Existing Policy | Proposed Edit | | | |
|---|--|--|---------|---------|
| <p>One Course</p> <p>1. Writing 109H* or Writing 305</p> <p>* a grade of C or higher is required in Writing 109H to satisfy the requirement with this course.</p> <p>Three Course Sequence</p> <p>1. Writing 106</p> <p>2. Writing 107**</p> <p>3. Writing 108**</p> <p>**upon recommendation of the Writing Program students who complete Writing 106 may take:</p> <ul style="list-style-type: none">○ Writing 101 or 101A instead of Writing 107○ Writing 102 instead of Writing 108 <p>Second Language Requirement for Undergraduate Degrees</p> <p>Students are also required to complete the Second Language Requirement for Undergraduate Degrees.</p> | <p>One Course</p> <p>1. Writing 109H* or Writing 305</p> <p>* a grade of C or higher is required in Writing 109H to satisfy the requirement with this course.</p> <p>Three Course Sequence</p> <p>1. Writing 106</p> <p>2. Writing 107**</p> <p>3. Writing 108**</p> <p>**upon recommendation of the Writing Program students who complete Writing 106 may take:</p> <ul style="list-style-type: none">○ Writing 101 or 101A instead of Writing 107○ Writing 102 instead of Writing 108 <p>Second Language Requirement</p> <p>All degree-seeking undergraduate students are required to demonstrate second-semester competency in a second language or participate in an equivalent approved multilingual experience.</p> <p>Students in B.A. degree programs should consult the Second Language Requirements for Bachelor of Arts Degrees (link) policy for additional requirements.</p> <p>Ways to Satisfy the Requirement</p> <table><tr><th>Pathway</th><th>Details</th></tr></table> | | Pathway | Details |
| Pathway | Details | | | |

| Existing Policy | Proposed Edit | |
|-----------------|-------------------|--|
| | Course Completion | <p>Successful completion of second language course work at the post-secondary level.</p> <p>A minimum of three years of coursework taken in a second language at the high school level will be considered the equivalent of second-semester competency at the post-secondary level.</p> <p>Note: High school coursework cannot be used to determine placement. To enroll in language courses beyond the 1st semester level, students without post-secondary language credit must take a placement exam.</p> |
| | Proficiency Exam | <p>Scoring at a second-semester language proficiency or higher on a proctored examination administered by the University of Arizona.</p> |
| | Credit by Exam | <p>Obtain the minimum language proficiency score as listed in the following Credit by Exam policies: AP (Advanced Placement), CIE (Cambridge International Examination Program), CLEP (College-Level Entrance Program), IB (International Baccalaureate).</p> |

| Existing Policy | Proposed Edit | |
|-----------------|---|---|
| | Seal of Biliteracy | Students who earned a Seal of Biliteracy have fulfilled the requirement. |
| | Approved University Sponsored Study Abroad & Multilingual Learning Experiences | <ul style="list-style-type: none"> • A Study Abroad program approved to satisfy the requirement, or • A university-sponsored learning experience approved to satisfy the requirement. |
| | International Admission | Students whose prior education was taught in a language other than English and who had to prove English proficiency to be admitted to the University have satisfied the requirement. |
| | <p>Students in need of accommodation may review the Substitutions for General Education and University Level Requirement Courses policy.</p> <p>Credit will not be awarded for language courses equivalent to, or at a lower level than, elementary or intermediate language courses for which the student has already earned credit (i.e., University Credit, transfer credit, or credit by exam).</p> | |

Second Language

Second Language Requirement for Undergraduate Degrees

| Policy | URL | Proposed Action |
|---|---|---|
| General Education Foundations - Second Language Requirement (Policy Inactivation) | https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#second-language-requirement-for-undergraduate-degrees | <ul style="list-style-type: none"> Streamline Foundations second language requirement to second semester proficiency for all students Add provision that students may satisfy the foundations requirement with high school coursework in a 2nd language (3 years of high school satisfies the General Education second language requirement) |

Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

| Existing Policy | Proposed Edit |
|---|---|
| <p>Second Language Requirement for Undergraduate Degrees</p> <p>Second language requirements vary depending on whether you are in a B.A. or a non-B.A. degree program.</p> <p>For all students in B.A. degree programs: fourth semester skill level in a second language is required. B.A. degree students may fulfill this requirement with one of the following options:</p> <ol style="list-style-type: none"> Scoring the equivalent of fourth semester skill level on a proctored proficiency examination administered by The University of Arizona. Completion with a C or better of a fourth semester course at the post-secondary level. Completion with a C or higher of a 300- or 400-level language course at the post-secondary level. | <p>This section intentionally left blank; this policy to be inactivated & pertinent information will be incorporated in the General Education Foundations policy.</p> |

| Existing Policy | Proposed Edit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|----------|--------------|------------|---------|---|---|----|--------|-------------|---|--------------|--------|-------------|---|--------------|---------|-------------|----|----|----------|---|---|----|----------------------------|-------------|---|----|---------|-------------|---|--------------|--|
| <p>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.</p> <p>5. An AP, IB, or CLEP language score as listed below:</p> <table><tr><th>EXAMINATION</th><th>AP SCORE</th><th>IB SCORE</th><th>CLEP SCORE</th></tr><tr><td>Chinese</td><td>5</td><td>7</td><td>--</td></tr><tr><td>French</td><td>3 or higher</td><td>7</td><td>66 or higher</td></tr><tr><td>German</td><td>3 or higher</td><td>7</td><td>60 or higher</td></tr><tr><td>Italian</td><td>3 or higher</td><td>--</td><td>--</td></tr><tr><td>Japanese</td><td>5</td><td>7</td><td>--</td></tr><tr><td>Latin (Classical Language)</td><td>5 or higher</td><td>7</td><td>--</td></tr><tr><td>Spanish</td><td>3 or higher</td><td>7</td><td>68 or higher</td></tr></table> | EXAMINATION | AP SCORE | IB SCORE | CLEP SCORE | Chinese | 5 | 7 | -- | French | 3 or higher | 7 | 66 or higher | German | 3 or higher | 7 | 60 or higher | Italian | 3 or higher | -- | -- | Japanese | 5 | 7 | -- | Latin (Classical Language) | 5 or higher | 7 | -- | Spanish | 3 or higher | 7 | 68 or higher | |
| EXAMINATION | AP SCORE | IB SCORE | CLEP SCORE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chinese | 5 | 7 | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| French | 3 or higher | 7 | 66 or higher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| German | 3 or higher | 7 | 60 or higher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Italian | 3 or higher | -- | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Japanese | 5 | 7 | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latin (Classical Language) | 5 or higher | 7 | -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spanish | 3 or higher | 7 | 68 or higher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>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.</p> <p>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:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Existing Policy | Proposed Edit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|----------|--------------|------------|---------|-------------|---|---|--------|-------------|---|--------------|--------|-------------|---|--------------|---------|-------------|---|---|----------|-------------|---|---|----------------------------|-------------|---|---|---------|---|---|--------------|--|
| <div>1. Scoring the equivalent of second-semester skill level on a proctored proficiency examination administered by The University of Arizona.</div> <div>2. Completion with a C or better of a second semester course at the post-secondary level.</div> <div>3. An AP (Advanced Placement), IB (International Baccalaureate) or CLEP (College Level Entrance Program) language score as listed below.</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th>EXAMINATION</th><th>AP SCORE</th><th>IB SCORE</th><th>CLEP SCORE</th></tr><tr><td>Chinese</td><td>3 or higher</td><td>5</td><td>—</td></tr><tr><td>French</td><td>3 or higher</td><td>5</td><td>55 or higher</td></tr><tr><td>German</td><td>3 or higher</td><td>5</td><td>46 or higher</td></tr><tr><td>Italian</td><td>3 or higher</td><td>—</td><td>—</td></tr><tr><td>Japanese</td><td>3 or higher</td><td>5</td><td>—</td></tr><tr><td>Latin (Classical Language)</td><td>3 or higher</td><td>5</td><td>—</td></tr><tr><td>Spanish</td><td>—</td><td>5</td><td>55 or higher</td></tr></table> | EXAMINATION | AP SCORE | IB SCORE | CLEP SCORE | Chinese | 3 or higher | 5 | — | French | 3 or higher | 5 | 55 or higher | German | 3 or higher | 5 | 46 or higher | Italian | 3 or higher | — | — | Japanese | 3 or higher | 5 | — | Latin (Classical Language) | 3 or higher | 5 | — | Spanish | — | 5 | 55 or higher | |
| EXAMINATION | AP SCORE | IB SCORE | CLEP SCORE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chinese | 3 or higher | 5 | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| French | 3 or higher | 5 | 55 or higher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| German | 3 or higher | 5 | 46 or higher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Italian | 3 or higher | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Japanese | 3 or higher | 5 | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latin (Classical Language) | 3 or higher | 5 | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spanish | — | 5 | 55 or higher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>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.</div> <div>Note: Credit will not be awarded for language courses equivalent to, or at a lower level than, elementary or intermediate language courses for which the student has already earned credit (i.e., University Credit, transfer credit, or credit by exam). This policy applies to languages offered by the College of Education (i.e., American Sign Language), College of Humanities (i.e., Chinese, Critical Languages, French, German, Greek, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish), and College of Social and Behavioral Sciences (i.e., Arabic, Hebrew, Navajo, O'Odham, Persian, Turkish).</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Existing Policy | Proposed Edit |
|---|---------------|
| <p>U.S. students who are speakers of a language other than English (e.g. Spanish, American Sign Language, Navajo) may satisfy the requirement through a proficiency exam administered by the appropriate department.</p> <p>International students whose primary language is not English and who had to prove English proficiency to be admitted to the University have thereby fulfilled the Second Language requirement.</p> <p>All questions about language proficiency exams should be directed to the department that will evaluate proficiency. If you want to be tested in a language that is not taught by a University department, contact:</p> <p><u>Department of Linguistics</u> Douglass Building, Room 200E The University of Arizona PO Box 210028 Tucson, AZ 85721-0028 Phone: (520) 621-6897 Fax: (520) 626-9014</p> | |

Second Language Requirement for B.A. Degrees

| Policy | URL | Proposed Action |
|--|-----|---|
| Second Language Requirement for Bachelor of Arts Degrees (New) | N/A | <ul style="list-style-type: none"> Create a second-language requirement for BA students, outside of General Education Students may satisfy the BA requirement with either 2nd semester proficiency in two separate second languages, or 4th semester proficiency in one second language |

Policy Revision Side by Side

Additions in **Green** – Deletions in **Yellow**

| Existing Policy | Proposed Edit | | |
|---|--|---------|---------|
| This section intentionally left blank; this is a new proposed policy. | <p>Second Language Requirement for Bachelor of Arts Degrees</p> <p>Students pursuing a Bachelor of Arts degree are required to demonstrate fourth-semester competency in a single second language, or second-semester competency in two different second languages. The General Education Foundations Second Language requirement accounts for one half of this requirement.</p> <ul style="list-style-type: none"> Students who have satisfied the General Education second language requirement using AGEC/IGETC/CSU GE or a completed Bachelor's degree (see Undergraduate Transfer Credit) may satisfy the Bachelor of Arts second language requirement by demonstrating second-semester proficiency in any second language. <p>Ways to Satisfy the Requirement (once Foundations Second Language requirement is satisfied)</p> <table> <tr> <th>Pathway</th><th>Details</th></tr> </table> | Pathway | Details |
| Pathway | Details | | |

| Existing Policy | Proposed Edit | |
|-----------------|-------------------|---|
| | Course Completion | <p>Successful completion of second language coursework at the post-secondary level.</p> <ul style="list-style-type: none"> • 4th semester coursework in any second language, or • 2nd semester coursework in a second language other than that used to satisfy the Foundations Second Language requirement <p>Note: High school coursework cannot be used to determine placement. To enroll in language courses beyond the 1st semester level, students without post-secondary language credit must take a placement exam.</p> |
| | Proficiency Exam | <p>Scoring at the appropriate proficiency level in a proctored examination administered by the University of Arizona.</p> <ul style="list-style-type: none"> • 4th semester or higher in any second language, or • 2nd semester or higher in a second language other than that used to satisfy |

| Existing Policy | Proposed Edit | |
|-----------------|---|--|
| | | the Foundations Second Language requirement |
| | Credit by Exam | <p>Obtain the minimum language proficiency score as listed in the following Credit by Exam policies: AP (Advanced Placement), CIE (Cambridge International Examination Program), CLEP (College-Level Entrance Program), IB (International Baccalaureate).</p> <ul style="list-style-type: none"> • 4th semester proficiency in any second language, or • 2nd semester proficiency in a second language other than that used to satisfy the Foundations Second Language requirement |
| | Seal of Biliteracy | Students who earned a Seal of Biliteracy have fulfilled the requirement. |
| | Approved University Sponsored Study Abroad or Multilingual Learning Experiences | <ul style="list-style-type: none"> • A Study Abroad program approved to satisfy the requirement, or • A university-sponsored learning experience approved to satisfy the requirement. |
| | International Admission | Students whose prior education was taught in a language other |

| Existing Policy | Proposed Edit | |
|-----------------|---|--|
| | | than English and who had to prove English proficiency to be admitted to the University have satisfied the requirement. |
| | <p>Students in need of accommodation may review the Substitutions for General Education and University Level Requirement Courses policy.</p> <p>Credit will not be awarded for language courses equivalent to, or at a lower level than, elementary or intermediate language courses for which the student has already earned credit (i.e., University Credit, transfer credit, or credit by exam).</p> | |

General Education Curriculum

Additions in **Green** – Deletions in **Yellow**

| Existing Policy | Proposed Edit |
|---|---|
| <p>General Education Curriculum</p> <p>The University's General Education curriculum helps University of Arizona graduates attain fundamental skills and a broad base of knowledge to respond effectively to a complex world. The Office of General Education administers the University of Arizona's General Education Curriculum, in consultation with the University-Wide General Education Committee, which approves all courses that satisfy General Education requirements.</p> <p>All degree-seeking undergraduates must complete a minimum of 32 units of General Education coursework, including the minimum requirements from each category specified below. Additional general education courses may be selected as needed to meet the overall minimum requirement.</p> | <p>General Education Curriculum</p> <p>The University's General Education curriculum helps University of Arizona graduates attain fundamental skills and a broad base of knowledge to respond effectively to a complex world. The Office of General Education administers the University of Arizona's General Education Curriculum, in consultation with the University-Wide General Education Committee, which approves all courses that satisfy General Education requirements.</p> <p>All degree-seeking undergraduates must complete a minimum of 32 units of General Education coursework, including the minimum requirements from each category specified below. Additional general education courses may be selected as needed to meet the overall minimum requirement.</p> |

| Existing Policy | | | Proposed Edit | | |
|---------------------|---------------------|--|---------------------|---------------------|--|
| | Minimum Requirement | Details | | Minimum Requirement | Details |
| Foundations Writing | 3 units | Strong writing skills and effective communication for academic success and professional growth. Designated courses offered by the Writing Program. | Foundations Writing | 3 units | Strong writing skills and effective communication for academic success and professional growth. Designated courses offered by the Writing Program. |

| | | | | | |
|-----------------------------------|--|---|-----------------------------------|--|--|
| Foundations Mathematics | 3 units | Mathematical knowledge and quantitative reasoning. Designated courses offered by Mathematics or other | Foundations Mathematics | 3 units | Mathematical knowledge and quantitative reasoning. Designated courses offered by Mathematics or other academic department. |
| Foundations Second Language | Varies | See the Second Language for Undergraduate Degrees policy. | Foundations Second Language | Varies | Second-semester competency in a second language. See General Education Foundations policy (link) for ways to satisfy requirement. |
| Introduction to General Education | 1 unit | Introduction to General Education, reflecting on learning, and developing an e-Portfolio. Required for students admitted as first-year students; optional for all other students. | Introduction to General Education | 1 unit | Introduction to General Education, reflecting on learning, and developing an e-Portfolio. Required for students admitted as first-year students; optional for all other students. |
| Exploring Perspectives | 12 units (<i>3 units per domain</i>) | Emphasis on ways of thinking, knowing, and doing in four disciplinary | Exploring Perspectives | 12 units (<i>3 units per domain</i>) | Emphasis on ways of thinking, knowing, and |
| Existing Policy | | | Proposed Edit | | |
| | | domains. Students will choose at least one course from each domain: <ul style="list-style-type: none"> • Artist • Humanist • Natural Scientist • Social Scientist | | | doing in four disciplinary domains. Students will choose at least one course from each domain: <ul style="list-style-type: none"> • Artist • Humanist • Natural Scientist • Social Scientist |

| | | | | | |
|----------------------------|---------|---|----------------------------|---------|---|
| Building Connections | 6 units | Combines knowledge and modes of thinking from two or more disciplines and/or perspectives. | Building Connections | 6 units | Combines knowledge and modes of thinking from two or more disciplines and/or perspectives. |
| Civic Institutions | 3 units | Emphasis on the U.S. Constitution, principles and institutions of governance, and civic engagement. | Civic Institutions | 3 units | Emphasis on the U.S. Constitution, principles and institutions of governance, and civic engagement. |
| General Education Capstone | 1 unit | Facilitates student reflection on their General Education experience to complete their e-Portfolio. Required for students admitted as first-year students; optional for all other students. | General Education Capstone | 1 unit | Facilitates student reflection on their General Education experience to complete their e-Portfolio. Required for students admitted as first-year students; optional for all other students. |

| Existing Policy | Proposed Edit |
|---|--|
| <p data-bbox="111 219 493 251">General Education Attributes</p> <p data-bbox="111 295 1012 560">To provide breadth and depth to General Education learning, one or more attributes (fundamental areas of knowledge) will be attached to each course’s overall Exploring Perspectives, Building Connections, or Civic Institutions category. General Education attributes enhance learning experiences and enable faculty and students to explore perspectives and build interdisciplinary connections for meaningful engagement in a global context.</p> | <p data-bbox="1064 219 1451 251">General Education Attributes</p> <p data-bbox="1064 295 1965 560">To provide breadth and depth to General Education learning, one or more attributes (fundamental areas of knowledge) will be attached to each course’s overall Exploring Perspectives, Building Connections, or Civic Institutions category. General Education attributes enhance learning experiences and enable faculty and students to explore perspectives and build interdisciplinary connections for meaningful engagement in a global context.</p> |

Executive Summary: Second Language Requirement Committee

Purpose

The Second Language Requirement Committee was established by the Provost to conduct a comprehensive review of the second language requirement for bachelor's degrees at the University of Arizona. The primary objective was to review the rationale and learning goals for the second language requirement and the effectiveness of current pathways enabling students to satisfy the requirement. The committee aimed to 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 society.

Scope

The committee's scope included:

- Evaluating the current second language competency requirements for both B.A. and non-B.A. degree programs.
- Reviewing the philosophical need for this requirement and its potential inclusion within the cultural competency requirements of the new general education curriculum.
- Comparing the second language competency requirements with those of peer institutions.
- Considering various methods for students to demonstrate competency, including exams, course completions, and alternative assessments.
- Assessing the alignment of the requirement with the university's educational goals and student needs.
- Recommending potential modifications to the current policy, if necessary.

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 complements 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.

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.

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.

Meeting Overviews

Meeting 1: October 4, 2024

- **Provost's Call to Action:** Emphasized the importance of language and culture components in education and the need for a thorough reassessment of the second language requirement, which had not been reviewed for 26 years.
- **Breakout Sessions:** Discussed the goal of the second language requirement, challenges, and support for general education.
- **Data Needs and Next Steps:** Identified data collection needs and planned future meetings.

Meeting 2: November 1, 2024

- **Review of Learning Outcomes:** Discussed the importance of language learning in building metalinguistic skills and career proficiencies.
- **Next Steps:** Planned to gather more input from advisors and faculty, and to draft a policy framework.

Meeting 3: November 22, 2024

- **Peer Benchmarking:** Reviewed second language requirements at peer institutions and considered alternative assessment methods.
- **Policy Challenges:** Discussed the challenges of implementing a language requirement across different colleges and degree programs.
- **Next Steps:** Agreed to gather more input and finalize recommendations.

Meeting 4: December 6, 2024

- **Second Language Learning and Cultural Competency:** Discussed the importance of second language learning and cultural competency for students. Reviewed peer benchmarking data and discussed possible recommendations and next steps.

- **Language Requirement Options:** Considered various options for the language requirement, including doing nothing, removing the engineering exception, and allowing colleges or departments to determine the requirement.
- **Policy Challenges:** Discussed challenges of implementing a language requirement across different colleges and degree programs, including financial implications and potential unintended consequences.
- **Next Steps:** Planned to draft a policy framework and gather feedback.

Meeting 5: February 14, 2025

- **Determined Structure of Requirements:** Accepted the proposal to split the requirement in two policies: General Education Foundations and Additional Language Requirement for BA Degrees
- **Implementation of Requirements:** Discussed the complexities of language proficiency testing and the inclusion of high school coursework.
- **Study Abroad and Cultural Competency:** Considered alternative ways of satisfying the requirement that address the intersection of language and cultural competency.
- **Next Steps:** Finalize the policy draft to begin the official review and approval process.

Next Steps:

- Distribute recommendations to stakeholders
- Work with shared governance groups on policy recommendations.
- Convene Ad-Hoc committee to determine the review process for Study Abroad and multilingual learning experiences.

Appendix:

- Draft Policy
- Charter Document
- Membership Roster

General Education Foundations Second Language Requirement

All degree-seeking undergraduate students are required to demonstrate second-semester competency in a second language or participate in an equivalent approved multilingual experience.

Students in B.A. degree programs should consult the Second Language Requirements for B.A. Degrees (link) policy for additional requirements.

Ways to Satisfy the Requirement

| Pathway | Details |
|---|--|
| Course Completion | <p>Successful completion of second language coursework at the post-secondary level.</p> <p>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.</p> <p>Note: To enroll in language courses beyond the 1st semester level, students without post-secondary language credit must take a placement exam. High school coursework cannot be used to determine placement.</p> |
| Proficiency Exam | <p>Scoring at a second-semester language proficiency or higher on a proctored examination administered by the University of Arizona.</p> |
| Credit by Exam | <p>Obtain the minimum language proficiency score as listed in the following Credit by Exam policies:</p> <ul style="list-style-type: none">• AP (Advanced Placement)• CIE (Cambridge International Examination Program)• IB (International Baccalaureate)• CLEP (College Level Entrance Program) |
| Seal of Biliteracy | <p>Students who earned a Seal of Biliteracy have fulfilled the Second Language Requirement.</p> |
| Approved Study Abroad or Multilingual Learning Experiences | <ul style="list-style-type: none">• A Study Abroad program approved to satisfy the requirement, or• A university-sponsored learning experience approved to satisfy the requirement. |

| | |
|--------------------------------|--|
| International Admission | Students whose prior education was taught in a language other than English and who had to prove English proficiency to be admitted to the University have satisfied the requirement. |
|--------------------------------|--|

Students in need of accommodation may review the [Substitutions for General Education and University Level Requirement Courses](#) policy.

Credit will not be awarded for language courses equivalent to, or at a lower level than, elementary or intermediate language courses for which the student has already earned credit (i.e., University Credit, transfer credit, or credit by exam)

Second Language Requirements for Bachelor of Arts Degrees

Students pursuing a Bachelor of Arts degree are required to complete fourth-semester proficiency in a single second language, or second-semester proficiency in two different languages. The [General Education Foundations Second Language](#) requirement accounts for one half of this requirement.

Ways to Satisfy the Requirement (once Foundations Second Language requirement is satisfied)

| Pathway | Details |
|--------------------------|---|
| Course Completion | <p>Successful completion of second language coursework at the post-secondary level.</p> <ul style="list-style-type: none"> • 4th semester coursework in any second language, or • 2nd semester coursework in a second language other than that used to satisfy the Foundations Second Language requirement <p>Note: To enroll in language courses beyond the 1st semester level, students without post-secondary language credit must take a placement exam. High school coursework cannot be used to determine placement.</p> |
| Proficiency Exam | <p>Scoring at the appropriate proficiency level in a proctored examination administered by the University of Arizona.</p> <ul style="list-style-type: none"> • 4th semester or higher in any second language, or <p>2nd semester or higher in a second language other than that used to satisfy the Foundations Second Language requirement</p> |
| Credit by Exam | Obtain the minimum language proficiency score as listed in the following Credit by Exam policies: AP (Advanced |

| | |
|---|---|
| | <p>Placement); CIE (Cambridge International Examination Program); IB (International Baccalaureate); CLEP (College Level Entrance Program)</p> <ul style="list-style-type: none"> • 4th semester proficiency in any second language, or • 2nd semester proficiency in a second language other than that used to satisfy the Foundations Second Language requirement |
| Seal of Biliteracy | Students who earned a Seal of Biliteracy have fulfilled the Second Language Requirement. |
| Approved Study Abroad or Multilingual Learning Experiences | <ul style="list-style-type: none"> • A Study Abroad program approved to satisfy the requirement, or • A university-sponsored learning experience approved to satisfy the requirement. |
| International Admission | Students whose prior education was taught in a language other than English and who had to prove English proficiency to be admitted to the University have satisfied the requirement. |

Students in need of accommodation may review the [Substitutions for General Education and University Level Requirement Courses](#) policy.

Credit will not be awarded for language courses equivalent to, or at a lower level than, elementary or intermediate language courses for which the student has already earned credit (i.e., University Credit, transfer credit, or credit by exam)

Notes:

- This draft will be incorporated into the standard policy proposal (side-by-side) once reviewed so that it can begin the [academic policy approval process](#).
- Current Policy: <https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#second-language-requirement-for-undergraduate-degrees>

Committee Charter for Review of Second Language Requirement for Bachelor's Degrees

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.

Membership

The committee will be composed of:

- Representatives from the elected Faculty as appointed by the Chair of the Faculty
- Faculty representatives from UWGEC and UGC
- A representative from each college that offers undergraduate degree programs
 - As appointed by the U-CAAC representative with a recommendation for department heads, chairs, and associate deans
- Advisors from the University of Arizona's advising community.
- Representatives from Undergraduate Education, including the Office of General Education

Meetings

The committee will be called for an initial meeting in the Spring 2024 term to identify what data is necessary to be gathered over the Summer 2024, for full workgroup meetings and recommendations occurring in Fall 2024.

Reporting

The committee will prepare an interim report outlining preliminary findings and a final report with recommendations for consideration for the [academic policy approval process](#) with a goal to implement for Fall 2025.

Second Language Requirement for Bachelor's Degree Committee

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