

Minutes
Undergraduate Academic Affairs Subcommittee
Thursday, April 13th, 2023

Members in Attendance: L. Dorsey, Chair, E. Gockel-Blessing, S. Sell, E. Crowell, J. Rust, D. Pike., S. Steadman, J. Haugen., G. Barker, L. McLaughlin, S. Tyuse, M. Toups, M. Rozier, K. Waldron

Absent: J. Helton

Call for Order: Dr. Dorsey called the meeting to order at 9:03 am.

Approval of Minutes:

Motion made by Debbie Pike to approve the minutes of the March 9th, 2023, meeting minutes with one suggested revision and seconded by Scott Sell all approved motion.

Discussion – Revision Sentence Micro-Credential:

Dr. Lisa Dorsey informed the committee that the revision of the micro-credential policy with the clarification sentence that states “current students declaring the micro-credential who will get the credit for coursework already completed” will go to GAAC and it will then be brought to the May UAAC meeting to formally vote on the revision.

It was reported that there will be a few micro-credentials that will be brought forward at the May UAAC meeting. Whatever has a final vote at the May subcommittee meeting and CADD timeline will be approved for the academic year. If there was not a formal approval process by May 2023, it will be voted on in the next academic year.

Note: Any non-graduating student cannot declare a current micro-credential in transition until the micro-credential they wish to declare has been approved through the formal process.

New Business:

Dr. Elizabeth Gockel-Blessing informed the committee that the Medical School recently announced that they will no longer offer/teach the Physiology course, effective in the Fall. Doisy College of Health Sciences and the School of Nursing are planning to offer the course in the Fall 2023.

The School of Medicine’s strategic plan moved in a different direction and the Center for Interprofessional Education and Research (IPE) will no longer be housed at the medical school. There is a task force from Doisy College of Health Sciences, the School of Nursing, The College for Public Health and Social Justice and the School of Social Work will work together to form a plan as to where the new structure of IPE, effective July 1, 2024.

There might be an accelerated language program/proposal for the May UAAC committee.

Policy Review:

Challenge Exams

Dr. Dorsey referred to the last UAAC meeting where the group discussed challenge exams and the opportunities for the first-year entry students for Fall 2023. ECON has put forward an interest to potentially offer a challenge exam to the incoming class. This would have to be a small pilot of students and we are trying to identify the logistics. There are questions around should we move forward with a pilot for Fall 2023 with the identified work that would be required or do we move into a more robust

planning phase for the next academic year. Dr. Dorsey is waiting to hear if this pilot will move forward and will inform the committee at that time.

We will start our conversation today around Father Rozier comment at the last UAAC meeting as to what is the definition of a “challenge exam.” It might be helpful to determine some language around a policy. Dr. Dorsey sent an example of challenge exam definitions and asked the committee for feedback.

The following is feedback from the committee:

- *Gary Barker liked this definition: “A challenge exam is an attempt by a student to obtain credit for a course by demonstrating competence in its subject matter through testing or other appropriate means. An exam for a challenged course, for example, would be comparable to the final exam administered at the end of the regularly scheduled course” (Notre Dame de Namur University).*
- *Jennifer Rust commented that the paragraph below is also particularly good.*
- *Challenge exams are provided to students who have attained knowledge equivalent to university courses through life experiences and to students who attended schools with limited transferability” (the University of Utah). This definition encompasses the idea of capturing students with limited ability to AP credit, etc.*
- *We should know what type of resources are necessary for interested departments to develop challenge exams as well as faculty workload for grading, etc.*
- *What we need to identify is who gets to take the exam, when do they take it, how many credits are given per exam, what is the limit, is it 60 credits for current students and 90 credits for transfer students and it needs to be specifically framed in a way that it is outlined for students. How does a limit and challenge exams impact the core?*

Dr. Dorsey encouraged Dr. Crowell to discuss the topic of a “prior learning” credit limit from the core with the UUCC. If we think about Challenge exams for students who need credit for prior work that would exclude everything else the student brings in and where do we fall as far as the limit. There is not currently a limit and do we feel as though we need a number, there is going to be an exception to the rule and there are times when we are faced with circumstances that warrant our flexible and grateful approach.

Dr. Dorsey provided the committee with some feedback from discussions that took place with the ERM team.

- **Is there a dual process?** No, you take the exam and you either fail or pass. The committee noted that there will still be an increase in emails to the faculty members from students who did not pass and have additional inquiries to take it again. Even when a point of contact is noted for students, students will continue to contact the faculty members.
- **Can a department charge a fee for the challenge exams?** The answer is at this point exams are free.

- ***Can challenge exams be appealed?*** No. There is a faculty concern that students will still try to appeal the exam results. Should the name change? Does “challenge” allow the students to believe the exam is appealable?
- ***Can a challenge exam also award something else other than credit?*** No, it must be the credit that we have offered when the student does take the challenge exam.

Gary Barker took over asking questions: Some additional queries from the committee were:

- Once they start is that department committed? Example: English originally said yes, but now they can say no. Can a department opt out? It seems they would be able to opt out or change much like they make changes to all other prior learning credit such as AP, IB, etc.
- The language of the words challenge exams is not correct and should be addressed. The way it reads it is about enrollment and does not make sense. The language of the policy is important.
- How are math and science credits for engineering and premed students impacted? It is assumed that this “prior learning” credit will not count toward the science prerequisite courses.
- How do challenge exams work for courses with a lab component? Is there an on-campus portion of the exam?

Announcements

- Next UAAC sub-committee meeting: May 11th, 2023

Meeting Adjournment

Meeting adjourned at 10:29 am