



CURRICULUM &
STRATEGIC INITIATIVES
TEXAS WOMAN'S UNIVERSITY

**Texas Woman's University
Undergraduate Council
Academic Year Theme: Advocacy**

October 23, 2:30 PM-4:00 PM

Minutes

- I. Welcome: Dr. Jorge F. Figueroa, VP-CSI
 - a. Dr. Figueroa welcomes everyone to the undergraduate council meeting.
- II. Opening Remarks and Quorum check: Dr. William Benner
 - a. Dr. Benner started the undergraduate council works quorum was checked.
- III. Review and Motion for approval of 9/25 meeting minutes: Dr. William Benner
 - a. There are some minor updates to new members and department names. Dr. Vittrup updated some questions/answers to the B. S. in Child Development (Mental Health Emphasis).
 - b. Dr. Pam Baker Motioned to accept the minutes with corrections and updates.
 - c. Dr. Sara Gamblin Second the motion
- IV. Introduction to Guest speaker: Dr. William Benner
 - a. SACSCOC Update: Dr. Gray Scott, Director Office of Academic Assessment & SACSCOC Liaison
 - i. Each year the accreditation office will update the Council on any changes in policies and standards from the SACSCOC and emphasize accreditor standards that the Council should be aware of. This will help us stay current and compliant so that when we go up for reaffirmation again, we will already be in compliance. SACSCOC unveiled some changes in June 2024 and the significant one is that for program closures they now expect significantly more detail about how we have communicated the closure to current students, but also to prospective students, lapsed students, external partners in the community and others. If none of these are applicable, we have to have an affirmative statement stating that they are not applicable. They have also clarified that we still need to file a closure if a program or location being closed has no students enrolled. We still have to provide information on how we would teach out the students in the program, between when we file the teach-out plan and when it is approved.
 - ii. Several SACSCOC standards affect policies that guide decisions by faculty bodies like Undergraduate Council. Standard 9.1 says that our educational programs need embody a coherent course of study compatible with the stated mission and goals of the institution and based on fields of



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study appropriate to higher education. By "coherent," SACSCOC means that it isn't just a loose collection of classes but a structured curriculum, featuring elements like hierarchies and sequences of classes. Standard 9.2 requires at least 120 credit hours for the baccalaureate level degree. The THECB meanwhile requires *no more* than 120 credit hours for a baccalaureate degree. So if we need to go above or below 120 credit hours, we would need to justify it. Standard 9.4 requires that, for any student receiving an undergraduate degree at TWU, at least 25% of the credits for their degree need to be earned here at TWU.

Dr. Benner: Dr. Scott, if someone wants to close a program or certificate, who should they contact first? Dr. Scott: I recommend contacting me first or Mary Rosene, the Assistant Director. We have to file with SACSCOC before we stop accepting students. There is a process to start, but we need to be the first to be notified after the decision is made. Dr. Benner: So if we want to close a program by Fall of 2025 we need to contact you now? Dr. Scott: Yes, we would like a year before, but if we do not have a year, then that is okay. The good news is that we can start the teach-out process as soon as we file, but -- and this is important -- we have to keep accepting students until SACSCOC accepts our closure.

Dr. Morris: I currently have a track on pause. What point does a pause have to be disclosed as a closure? Dr. Scott: If the pause affects a track, and students can simply be shifted to another track in the same program, then we do not have to file with SACSCOC and can go ahead and pause (or close) it. But if the element being paused is a program, then it becomes tricky. If a program has been paused for more than a year to a year and a half, then it becomes hard to defend the pause. We can close a program with a memo and then restart it within five years with another memo. And both are fairly easy with SACSCOC. If it has been a year or more then we should go ahead and file a closure. Scott Martin: If you do close or pause a program you can do that through the CIM system and you will have to submit when you plan on restarting the program and the tracks.

V. Ongoing Project Updates: Dr. William Benner & Dr. Aimée Myers

- a. UG Council Awards Pilot- Motion to approve (New Innovative Program & Service):
 - i. Questions: Dr. Hoermann-Elliott: Could there be a potential for Staff to be recognized as they have supported the Undergraduate Council? Dr. Benner: Yes, that would be great to offer next year if this pilot works. I have also thought about recognizing current programs as well as new innovative programs.
Agatha Beins: For the program proposal, I have more of a comment than a question. I think that recognizing the feasibility of implementing the



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program in terms of using existing resources and being mindful of people's workloads. Feasibility is the word that came to mind, and I don't know if it could be added as a possible criteria or integrated or thought about as we pilot this award. Question: How would the nominations be handled? Dr. Benner: The executive council would nominate and bring it to the council for a vote; the executive council would not be eligible for the award. For feasibility, we could fold it into a well-written proposal and split the points for 10 points each.

Motion to approve: Sarah Gamblin

Second: Jackie Hoermann-Elliott

- b. Spring Workshop-Developing a Well-rounded Syllabus: Dr. Aimee Myers
 - i. Dr. Ashley Bender and I have been providing small workshops for inclusive excellence by working with departments on an individual basis. We are now focusing on creating a well-rounded syllabus. This year we are switching to hold a larger workshop on April 15th from 1 pm – 3 pm. Once we have the location confirmed we will share the details with everyone.
- VI. UG Council sub-committee's updates: Dr. William Benner & Dr. Aimée Myers
- Academic Policy Advisory: Dr. Matt Brown
- i. 1st reading- UG minor rule verbiage update (non-substantive change) for catalog & processes. The current rule states that an undergraduate student cannot choose a minor from the academic component that they belong to. So that we have so many tracks and degree plans, we want to give the student the freedom to minor in sub-areas of their degree plans.
 - ii. 1st reading- CPL policy for business, industry, and government certifications and examinations. From the office of Curriculum & Strategic Initiatives. This policy allows components to award credit for student experiences, such as workplace training, military training, and civic activity. The credit would have to align with existing degree plans and academic standards as determined by component members. There would also need to be course substitutions that the components will also decide on for accepting the credits.
Question from committee: Where would it go in the catalog? The whole document would not go into the catalog, correct? Dr. Figueroa: This policy is to ensure that there is a mechanism in place for credit for prior learning specifically for business, industry and government certificates. It will be housed in our office. We are looking at either creating an area in the catalog or adding it to another area in the catalog, we are still discussing where it will be placed. We currently do have credit for prior learning for military credit, and credit by examination for prior learning is not aligned in our catalog currently. by doing this, we are creating the mechanism to add it to the catalog.



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Scott Martin: When there is a new policy, we add it to the website in full form and add a hyperlink in the catalog to the policy with a shorter description.

Dr. Biggerstaff: The policy has a long introduction and several pages long for the full policy and had to put a lot of pieces together to figure out the policy. There is a lot of background but not a clear statement of what the policy is.

Dr. Figueroa: The policy did go into depth for better understanding of what is this specific CPL as there might be some university component areas that are not aware of this type of mechanism. The policy establishes a mechanism, framework, and guidelines for awarding CPL for business, industry, and government examinations and certifications.

Dr. Vittrup: Is this only for people who have taken an exam or have some kind of certificate or license

Dr. Figueroa: Yes, for example, the Doswell School of Aeronautical Sciences, when a student comes in with their pilot's license, which is a government license, they can convert that into specific credit hours determined by the School.

Dr. Vittrup: Are there specific guidelines on how many credit hours can be awarded?

Dr. Figueroa: This is the prerogative of the academic component, as they, as subject matter experts, will decide how many credits will be awarded based on the certification or examination content.

Dr. Vittrup: This is for undergraduates. Is there a chance that this will also be applied to the graduate school?

Dr. Figueroa: The graduate school already has a policy on credit for prior learning assessment.

Dr. Morris (from the chat): What is the approval path for this policy, and which other committees will review it prior to approval?

Dr. Figueroa: This is an undergraduate policy, so it will end here in the Undergraduate Council. We do have Faculty Senate, Academic Council, and Council of Chairs representatives on the Undergraduate Council and can be presented through them at their meetings, and any questions or recommendations can be brought to the next meeting before we vote. After it is approved, I will send it to the Provost's office for the final approval, and then it will be posted on our website.

Dr. Beins: I was wondering if a student is currently enrolled in an undergraduate program and they receive a certificate or license can they then get credit or it is only for completed prior learning before they enter the program?

Dr. Figueroa: They must have completed the certificate or examination before enrolling at TWU. And once they are enrolled at TWU then they can request the credit for prior learning depending on the academic component.



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Dr. Beins: Also, it looks like it will be listed as a transfer credit, so it will not affect the impact of the number of classes required by the program for face-to-face classes?

Dr. Figueroa: No, it does not impact, and it will comply with the 25% requirement for degree completion at TWU. It is also in compliance with CAEL recommendations as well.

Dr. Hoermann-Elliott provided the undergraduate council with the graduate policy on Credit for Prior learning Assessment via chat.

Dr. Biggerstaff: What happens if they learn something outside of TWU while enrolled at TWU?

Dr. Figueroa: That is a mechanism we are not contemplating now.

Dr. Biggerstaff: Let me be more specific. We have a lot of students that are in the military, and sometimes their service can be done while a student at TWU. Can they receive credit for it?

Dr. Figueroa: We would not be able to transfer the credit if they are already an active student. However, this policy offers a start-up mechanism that can always be revised.

Dr. Biggerstaff: Yes, but we have students who are actively serving in the military while enrolled, and their service can be used for prior learning.

Scott Martin: Yes, Dr. Biggerstaff, that is something that the VA will handle. You would need to reach out to Alex Alvarado, as that would be external to this policy.

- b. Course Proposal Review: Dr. Joy Spadachene
 - i. POLS 2013: National Government: This course has SLO added and is formally organized under block 070 to meet the core curriculum requirements.
Approved by committee
 - ii. POLS 2023: Texas Government: This course has SLO added and is formally organized under block 070 to meet the core curriculum requirements.
Approved by committee
 - iii. Update on READ 2013 – there was a need for additional review from other offices/departments, and it will be presented at the next meeting in December.
- c. Program Review: Dr. Jerry Burkett
 - i. Recommended- BA in Spanish Translation and Interpreting (Med)
 - 1. This degree will provide training and professional qualification experience to become an interpreter. This program will prepare students to become qualified bilingual professionals and will provide a foundation for professional and graduate degrees that can lead to employment research opportunities. This will start with a track in medical interpreting, double majors in Spanish, and pre-med can become qualified bilingual medical professionals upon graduation. This is a 120-credit hour program with 150 hours of medical interpreting experience before graduation.



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It does align with TWU's core values as a Hispanic-serving institution. It responds to the state's need for more medical translators and will prepare undergraduates for the certification.

However, it does look like there will be a need for three additional tenure-track faculty members to handle the workload.

Dr. Benner, can you tell us if there are any other programs that are similar and can you tell us a bit about the funding for the additional faculty?

Dr. Benner: Yes, we currently have, myself, Dr. Mooney and Dr. Rohn who is a visiting assistant professor. We have a tenure track line that we have posted and are hiring for by the Fall of 2025, when this program will go live. We will also rely on adjunct faculty to help with the lower-level coursework as the program grows. As far as other programs around the state, UT Arlington and UT Rio Grande Valley are the only two universities that offer this exact bachelor's degree. The BA in Spanish is common in the State of Texas but this will be the third BA in Translation and Interpreting in the state. It was a bit of a surprise but how we will stand out is the training, the certification is built into the curriculum and they will take statewide and national certification, and once they have an appropriate score they will then be placed in the 150 hour internship opportunities that ends with their bachelors degree. So when the student graduates they will have the certifications, and training as well as on the job experience and will be marketable.

Dr. Burket: Another question was about the internships that students would apply for and are there any industry partners that we've already collaborated with for students to go and intern with?

Dr. Benner: Our students will start off with our TWU Clinics in nursing, dental hygiene and medical clinics we have. We have seen some positive results from the minor that we piloted and some of the nursing students minored in this and are now bilingual nurses at UT Southwestern and Children's in Dallas, and a lot of major hospitals systems will be very interested in our students coming through this program. As for industry partners I am a board member for the Texas Association of Healthcare Interpreting & Translating, this gives me the edge as I am the only one in higher ed and this will help us keep the program up to date as the field is always changing. We also work with Garcia Shilling International – test maker for medical interpreter test and they come to campus twice a year to conduct the test for us. I have some partnerships that I would like to formalize in the near future with non-profit clinics that are off-campus. But for the next few years we would work with the TWU Campuses Clinics.

Dr. Burket: What other fields would this be used for?



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Dr. Benner: Yes, this can be used across all medical fields; dental, nursing, physical therapy, occupational therapy as well as speech therapy fields.

Dr. Morris: So last month we recommended the certificate, can you compare and contrast the two? And those who complete the certificate, would they be in competition for the same jobs as those who complete the B.A.?

Dr. Benner: So with the certificate, we have language learners from true beginners to proficient who can get certified. The BA is about inclusivity and allows everyone to get to the advanced proficiency which is required to be a medical interpreter. It also acts as a retention effort, so if we have a student that does not get into the nursing program they can switch to this program and still be in the medical field and potentially moving into physical therapy. In looking at the statewide and national statistics there is plenty of room for both the certificate and BA program.

Dr. Biggerstaff: What do you think the enrollment will be?

Dr. Benner: I have a modest first cohort that Dr. West helped me with of 12-13 students. To be honest, I think this program has the potential to be a very big program that hundreds of students will move through.

Approved by committee

- d. Assessment: Ms. Aubri Thurmond – Dr. Jennifer Danley-Scott in substitution
 - i. We are currently in the process of ensuring that we are using core assessment data to guide us in improving core classes, the two things that we are continuing are working with advising that they felt that faculty could help students when they encounter problems in the early years. Aubri and Agatha are working on a guide for faculty to use, especially part-time faculty who are not aware of all the services and problems that our student need and face.
 - ii. The second thing is a pedagogical workshop – using backwards design to help create strong scaffolding for units and lessons for two ways. First is for people that want to build stronger core assessment activities to submit as apart of their core assessment rating. Second for faculty that want to create stronger activities and assessments in their classes using techniques and activities that core assessment data has shown effective.

- VII. Office of VP of CSI Updates: Dr. Jorge F. Figueroa, VP-CSI
 - a. 23-24 UG APR: We completed the following Academic Programs:
 - i. BS in Child Development
 - ii. BS in Family Studies
 - iii. BS in Communication Sciences
 - iv. BAS in Culinary Science & Food Service Management
 - v. BS in Food & Nutrition in Business and Industry



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- vi. BS in Nutrition
 - vii. BS in Fashion Merchandising
 - viii. BA in Fashion Design
 - b. 24-25 UG APR-in process
 - i. BAAS in Professional Studies
 - ii. BS in Sociology
 - iii. BS in Criminal Justice
 - iv. BS in Education
 - c. New FOS-Communications – the THECB has approved a new field of study in Communications
 - d. THECB-TTAC Appointment – Dr. Figueroa have been appointed to the Texas Transfer Advisory Committee until 2027.
- VIII. Other Businesses: Dr. William Benner
- a. No other businesses
- IX. Adjourn: Dr. William Benner at 3:15 pm
- a. Motion: Sarah Gamblin
 - b. Seconded: Joy Spadachene