



Undergraduate Council Meeting Minutes

January 24th, 2024

2:30 PM-4:00 PM

- I. Opening Remarks by Dr. Jorge F. Figueroa Flores, Vice Provost for Curriculum and Strategic Initiatives: Welcome to the Spring Semester.
- II. Welcome by Dr. William Benner, Chair of the Undergraduate Council
 - a. Review and Approve minutes of the last Undergraduate Council Meeting
 - i. November 29, 2023
 1. Motion to accept: Dr. Elisa Na
 2. Second: Dr. Aimee Myers
- III. Presentation-Dr. Gray Scott, SACSCOC Liaison
 - a. Policy and Procedure Changes in Assessment and Accreditation:

Mostly good news and a little bit of not-so-good news. The good news is we were reaffirmed in December with no sanctions, no notes, and no monitor reports with a clean bill. This was a solid team effort across campus with so many people helping; thank you, and you deserve a pat on the back. There was one issue that we encountered while we were preparing for the review in April; we were able to troubleshoot on the fly before the visit. We had a history of underreporting the “substantive changes” while preparing for the visit; we could file these belatedly and beg for forgiveness for the late filings. They understood and accepted all the late filings. They now require that we submit a report in March that documents our policy and procedures on substantive changes, mainly insurance, so we do not have any future problems in that area. The presentation with background and information is linked here:

https://docs.google.com/presentation/d/10xiRXTE-Dj0f38469W_isR2EwUBORjCQWSZqejiMKjs/edit?usp=sharing

Even though we have been reaffirmed for the next ten years, it does not mean that all changes have been accepted for the next ten years. The changes we are making regarding reporting substantive changes are because they do and will affect our students, as the substantive changes are new programs, modifications, new locations, and closures of programs, and will allow us to stay current with the accreditation standards and reports. We have made some changes in the workflow and will change the policy to avoid missing things. Part of what we need from you is to act as a radar system to help catch things that we need to report in a timely manner. The policy for revisions is frequently being updated, and standards are updated on a regular basis. Since the standards and policy are coming from the top level - the federal government. These changes are coming from the Department of Education. This can affect our funding, especially if we are to refund money to the government and financial aid distribution. Some of the

tricky areas are the timing of classes, modalities, going from face-to-face to online, and locations, from Dallas to Denton. Some of the not-so-often-tricky areas are when we offer courses on undeclared sites, like a graduate course that we offer at the Dallas and Denton campus and now we offer it at a high school at night and it crosses the 25% mark then the high school becomes a new location and requires a site visit, and we have to pay for the expenses occurred for the visit. So we would prefer not to have courses at an undeclared and undisclosed location. If you have any questions, please reach out to Dr. Gray Scott or Mary Rosene.

Scott Martin: Do minors fall under the same rule? Dr. Scott: Minors are not considered programs; they are different despite their size. Minors are considered part of the undergraduate degree since you cannot go out and get just a minor. It does get tricky when you are offering a program with a minor, and the same courses can be used to complete a certificate, then you are now offering the certificate at that site.

Dr. Benner: As far as UGC, we approve programs; Dr. Burkett is the Chair of the Program Review Committee; what are some questions that we should standardize in how we approve programs and help you and not allow some of the requirements to go under the radar? Dr. Scott: We have been having conversations with Scott Martin about the ways to change the settings in the CIM system for program proposals. It is kind of tricky to come up with a way of checklist; a multiple choice algorithm for doing that is not extremely confusing, but in general, asking questions like how this change affects students and where. In terms of modalities and locations. The other thing that can come up, and it is not very often, but when there is a degree program that is being proposed, and there is at least 50% new content, we have to submit a prospectus and get it approved; it is a 100-page document, not just a notification, like the aviation degree.

Question: Moving from Face-to-Face to hybrid? Dr. Scott: SACSCOC does not have a category for Hybrid. If you can complete more than 50% of the program face-to-face, then it is a face-to-face program; if it is more than 50% through distance education, then it is a distance education program category. With SACSCOC, you can have a program that has both face-to-face and distance education modalities. Now, if you decide only to offer distance education and reduce the face-to-face courses, that is fine, and you can do that with no problem, but we still have to report if we move from one modality or the other.

- IV. Vote to Approve Modification to the existing Accelerated Undergraduate/Graduate Programs Policy – Dr. William Benner and Dr. Matt Brown
 - a. Recap: Dr. Kapinus: This policy does give some minimums, and these revisions give the departments some flexibility to higher limits for admittance to the accelerated programs. The reason for this change is that we have a couple of accelerated programs now that are not in compliance, and it is problematic that



students wait until their senior year to start taking the graduate courses and the reason it is problematic is that some undergraduate programs require student teaching and it prohibits students from taking the graduate courses their last semester so they are only able to take graduate courses during one semester their senior year. This can be an issue across programs, as some will have internships and clinical in their last semester. This allows students to apply to an accelerated program in their junior year so that if they have the semester that has the practicum, internship, or student teaching, they can start the graduate work earlier potentially. We have benchmarked this, and other universities are doing this. This does not mean that already approved programs need to change what they are doing, but it also allows new programs to set their limits and give flexibility. The new policy does state that a student has to have 15 hours at TWU, but there was a question about dual credit. Dr. Hoermann-Elliott asked. I see that we have Artia from the registrar. If the student took a dual credit course here at TWU, it is a TWU course, and it can apply toward the 15 credit hours. Dr. Hoermann-Elliott: Follow-up question: when would the student be eligible for a graduate assistantship? We have had conversations with the RBA to MA students when they are in their last year, and we bump them taking courses in their junior year, does that allow them to start their junior year? Dr. Kapinus: That is a great question, and I do not have an answer for that right now; I would have to circle back on that with you as that is a different discussion.

Dr. Biggerstaff: Can I ask a question so that I understand correctly is that Dr. Kapinus said that we are trying to make it so that students can start taking graduate-level classes when they are juniors, correct? Dr. Kapinus: Yes, that is correct. But let me clarify if departments want to do that. I would recommend that there be a pedagogical reason for doing that. Dr. Biggerstaff: I really struggle with that I think that with most programs and departments, the meat of the program starts at the junior and senior level courses, it would be hard for me to see undergraduate students taking graduate level courses when they haven't taken the upper-level undergraduate level courses. Dr. Kapinus: That is a great point, I think that departments need to think about that as they are constructing these programs, so it might not work for every program.

- b. Modifications were approved – 20 approved, 1 not approved, 1 abstain
- V. Updates from Undergraduate Council Committees and Chairs- Dr. William Benner
- a. Course Proposal Committee- Dr. Ana Louise Keating – Dr. Keating is not in attendance today, and so there are no updates.
 - b. Program Review Committee- Dr. Jerry Burkett
 - i. Just received the proposal yesterday for Musical Theatre Program, and we will meet as a committee soon.
 - c. Assessment Committee- Dr. Jennifer Flanagan – No updates, will be meeting as a subcommittee soon.

- d. Academic Policy Advisory Committee- Dr. Matt Brown – no update, still working on the things from last semester.
 - i. Handbook – continuing work from last semester.
- VI. Office of Curriculum and Strategic Initiatives Updates- Mr. Scott Martin, Mr. Terrell Shaw, and Dr. Jorge Figueroa
- a. Scott Martin: Not much, but there will be a few programs coming through soon.
 - b. Dr. Figueroa: Terrell Shaw is our new Director of Transfer Articulation and Compliance.
 - i. Terrell Shaw: Hello, I come from higher education of 15 years in private, public, community colleges, and proprietary schools. I am excited to get started and working with all of you.
 - c. Dr. Figueroa – CSI will soon start a new initiative, Micro-Credentialing – non-credit bearing, co=curricular and curricular micro-credentials. This will be for TWU students and the goal is to start in the Fall of 2024, and we will have a soft launch this Spring. I will be visiting the other governing body with more information. Be on the lookout as more information is coming!
 - d. Dr. Figueroa – It has been brought to my attention, and I have been receiving questions about what the university is doing/going to do about AI and generative artificial intelligence. Two things: recently, in the Texas Higher Education Conference in Austin, this was a big topic, and the Texas Higher Edge 2023 Conference brought several experts to the floor, and many institutions are also asking and having discussions about how we are going to develop this. Three main points were brought in: how do we operationalize AI and how to coach faculty, but most importantly, what are the ethical considerations of AI? Many institutions are working on this. We will use TWU as an institutional project to deal with generative AI and an academic project to deal with the coaching of the faculty, it will be spearheaded by the Office of Faculty Success, and more information will be sent soon. I also want to share what Harvard University is doing as this was shared with us at the Texas Higher Edge Conference.
<https://huit.harvard.edu/ai/guidelines>
- VII. Other Business- Dr. William Benner
- a. Updates on Initiatives- Inclusive Excellence and Belonging
 - i. We have organized a UGC workshop on April 23rd from 5:30 pm to 6:30 pm via Zoom with Literacy & Learning with highly enrolled courses.
 - ii. We will be working with the Center for Faculty Excellence in the fall to provide new faculty with this initiative.
- VIII. Adjournment: at 3:25 pm
- a. Motion by Elisa NA
 - b. Second by Matt Brown



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NEXT MEETING: Wednesday, February 28, 2024