

Report of the Undergraduate Committee to the Faculty Senate

Person Submitting the Report: Marcela Hebbard

Date of Report: April 29, 2025

Committee Name: Undergraduate Committee

Committee Purpose: The purpose of the Undergraduate Committee shall be to review and make recommendations on matters of importance to undergraduate education.

AY 2024-2025 Committee Chair and Members (with departments/colleges)

College / School	Representative	Term Date
Business and Entrepreneurship	Jennifer Welbourne	8/31/2025
Engineering and Computer Science	Edna Orozco - Vice Chair	8/31/2027
Education and P-16 Integration	Miryam Espinoza-Dulanto	8/31/2026
Fine Arts	Justin Writer	8/31/2027
Health Professions	Norma Beardwood-Roper	8/31/2027
School of Nursing	Dalia Paul	8/31/2025
School of Social Work	Noelia Alonzo	8/31/2025
Liberal Arts	Marcela Hebbard – Chair	8/31/2025
Science	Tatiana Altecór	8/31/2025
University College	Jaime Mancha	8/31/2027
University Library	VACANT	VACANT
VP for Curriculum and Institutional Assessment (Ex-Officio)	Laura Saenz	Term Does Not End

List of Meeting Dates, Agenda, and Minutes

The table below reflects the number of meetings held, the number of proposals discussed and voted on by the committee members in the agenda and the minutes. Proposals included change of course, change of program, delete course, delete program, new course, or new program. All meetings are held via Teams and recorded.

2024-2025 Meetings	Agenda	Minutes	# of Proposals
September 13, 2024	No Submissions		
October 11, 2024	No Submissions		
November 8, 2024	Agenda	Minutes	12
December 13, 2024	No Submissions		
January 17, 2025	Agenda	Minutes	20
February 14, 2025	Agenda	Minutes	70+
March 21, 2025	No Submissions		
April 11, 2025	Agenda	Minutes	17

List of issues committee addressed related to its purpose

Through its April 11th meeting, the Undergraduate Committee has considered **138 unique proposals**. The following table includes a summary of the proposals approved through March by college and proposal type.

College	Proposal Type	Number of Proposals
Business and Entrepreneurship	Change Course	3
	Change Program	2
	New Course	1
Education	Change Course	11
	Change Program	4
	Delete Course	1
	Delete Program	2
	New Course	6
	New Program	5
Engineering and Computer Science	Change Course	19
	Change Program	2
	Delete Course	4
	New Course	8
Fine Arts	Change Program	16
Health Professions	Change Course	1
	Delete Course	4
	Delete Program	3
	New Course	17
	New Program	5
Liberal Arts	Change Course	1
	Change Program	1
	New Course	1
	New Program	1
Social Work	Change Course	15
	Change Program	1
	Deleted Course	1
	New Course	2
Sciences	New Course	1

Summary of discussions on each topic

All proposals were discussed through a lens of student success with a focus on ensuring that proposed changes would present no barriers to graduation.

Changes to courses include: (a) changes to course title, (b) changes to course descriptions, (c) changes to course pre- or co-requisites, (d) changes to schedule type, (e), changes to contact hours, (f) changes to course repeatability, (f) changes to CIP code, and other changes.

Changes to programs range from substantive to non-substantive. An example of a substantive change is the revision to the School of Music which updated its admission requirements to include that transfer students must pass an audition to be admitted to a major. Non-substantive changes typically include adding or removing prescribed electives or removing untaught courses.

Deleted programs are typically the result of a program name change rather than a true discontinued program. When this occurs, a “deleted” program is replaced with a “new” program. This mirrors the external approval process. For example, the BS in Integrated Health Science was deleted and replaced by three new pathways: Clinical Professions - Communication Sciences and Disorders Pathway, Clinical Professions - Medical Laboratory Sciences Pathway, and Clinical Professions - Nursing Pathway.

In addition to being used to rename programs, the new program proposal is used to create a new concentration in an existing major. It is also used to create new minors and certificates.

In addition to the changes described above, there were several policies that were revised and approved by the Undergraduate Committee. For example, the B3 Scholar Seal Graduation Requirements. (See image below. The changes are highlighted and are non-substantive).

b) Student Policies

i) Academic Policies and Procedures - Presenter: Joy Esquiedo

(1) Undergraduate Graduation Requirements

Name	Type	Current Policy	New Policy	Effective Term
B3 Scholar Seal Graduation Requirements	Policy Update	<p>The B3 Scholar Seal develops undergraduate students' bilingualism, biculturalism, and biliteracy through relevant coursework and formally acknowledges these skills through a certificate program. To fulfill the B3 Scholar Seal requirements and graduate with the B3 Scholar Seal, students complete courses that are taught in Spanish or bilingually, as well as courses that incorporate culturally relevant pedagogy. Students also have the option of completing two Spanish classes as part of the Seal requirements. For details about these tracks, visit the B3 Scholar Seal website. Students must also complete all degree requirements to receive the B3 Scholar Seal.</p> <p>Students who graduate as B3 Scholars will have this designation recorded on their transcripts. They will also have the distinction recognized upon graduation and receive a certificate which will be provided after the degree is awarded.</p>	<p>The B3 Scholar Seal develops undergraduate students' bilingualism through relevant coursework and formally acknowledges these skills through a certificate program. To fulfill the B3 Scholar Seal requirements and graduate with the B3 Scholar Seal, students complete courses that are taught in Spanish or bilingually and courses that incorporate contextualized sociolinguistics practices. Students also have the option of completing two Spanish classes as part of the Seal requirements. Students may receive credit for graduating with the Seal of Biliteracy from their respective high school and/or earn the Texas Performance Acknowledgement in Bilingualism and Biliteracy (TAC 74.14Bb*). Students must also complete all degree requirements to receive the B3 Scholar Seal.</p> <p>Students who graduate as B3 Scholars will have this designation recorded on their transcripts. They will also have the distinction recognized upon graduation and receive a certificate which will be provided after the degree is awarded.</p>	Fall 2025

After review by the Undergraduate Committee, all proposals are approved during each meeting. Those not approved are tabled and brought back to the committee for further discussion and approval. All voting occurs during the meeting using Microsoft office polls