

Annual Report

Curriculum and Programming Committee
2022-2023

Members:

Megan Papesh, Chair
Tawny Aguirre
Michaela Buenemann
Hameed Badawy
Jeanne Flora
Don Edgar
Lori Saiki
Rodrigo Figueuroa
Martha Mitchel (term ended Jan 2023)

Function/Purpose:

- Recommend curricula and degrees for approval through University Program Approval Committee.
- Review and recommend policies related to academic issues on teaching.
- Liaise with the university on optimizing the effectiveness of online instruction.
- Liaise with the Vice Provost for digital learning initiatives.

Meeting Notes:

September

- The committee did not meet in September, but electronically voted to confirm a Chair (Megan Papesh), who ran unopposed.

October

- The committee discussed [Proposition 01-22/23](#) Proposal to Reorganize and Relocate Borderlands and Ethnic Studies (BEST).
- Senator Amy Lanasa, the primary sponsor of the proposition, summarized the key points contained within the document. Senator Hamzeh next took the floor to provide additional details about the background leading to the proposal and the evidence in support of the proposal, which includes supportive letters from the Deans of both Arts & Sciences (the College BEST is proposing to leave) and HEST (the College BEST is proposing to join). During the discussion phase, no attendees had critical comments. Gaylene Fasenko, Don Edgar, and Megan Papesh expressed supportive comments. After discussion ceased, guests were thanked and dismissed and then the committee voted to move Proposition 01-22/23 to the full Faculty Senate.

November

- The committee discussed the [Viewing a Wider World](#) requirement and whether it has been problematic for some departments (e.g., VWW courses prevent Engineering

students from taking discipline-specific courses that would benefit their graduate or career preparation). The Viewing a Wider World requirement has students take two courses from the Viewing a Wider World list in separate colleges. The courses must be 300- or 400-level and taken within the student's third or fourth year. One of the courses must be in a college other than the student's own.

- [Proposition 11-21/22](#) (Proposition to Add Internship and Co-ops to Alternate Educational Experiences for the VWW Program) was discussed in Faculty Senate during the Spring 2022 semester ([Meeting Minutes from April 7](#)) and assigned to the Student Success committee. Based on several concerns (see [Student Success Committee Report from April 21](#)), the proposition was withdrawn. The Curriculum and Programming Committee intends to continue discussion of the VWW requirement in the next meeting, scheduled for 06 December.
- The committee also discussed course numbering (e.g., what distinguishes 200-, 300-, and 400-level courses?) and plans to read [curriculum-relevant ARPs](#) to see if anything requires clarification or revision.

December

- The committee heard from Erica Nikolaisen about potentially confusing language in the description of the [Viewing a Wider World](#) requirement. In the section about options for students to replace 3 credits of VWW coursework with another form of experiential learning, study abroad opportunities are described as experiences that must consist of "at least four weeks of a Study Abroad program or university coursework in a foreign country earning 3 credits." Erica hypothesized that the VWW language predates the popular Faculty-Led International Programs (FLIP), which have only been around since 2013-2014. The FLIP programs typically enroll at least 100 students and last about two weeks. According to the VWW waiver language, these experiences may or may not count toward a waiver, depending on whether the person evaluating the request interprets the description quoted above prior to or after the "or" statement. The language confuses both students and those in charge of processing VWW waivers, leading waivers to be applied for and granted inconsistently. The next steps for the committee will be to determine who approves the VWW waivers and the processes for changing the language.
- The committee also discussed several of the Chapter 4 ARP: Curriculum and Class Management. Several ARP were discussed in the meeting. For example, ARP 4.70 notes that thesis and dissertation embargoes are for 24 months and non-renewable, which could be problematic for some students. The committee will seek to determine who oversees embargo processing and whether students *are* allowed to renew. Proposed language revisions will be discussed based on what we learn. There is confusing redundancy across ARP 4.23 and ARP 4.63 regarding credit hour calculations. There is also unclear rationale for differences in time commitments for single credits of coursework (50 minutes of class + two hours of outside work per week) and single credits of research experience (6 hours per week).

January

- The committee heard from Faculty Senate Leadership (Chair Fasenko and Vice Chair Bronstein) about methods to propose changes to ARPs and timelines for doing so. Megan Papesh updated the committee about her plans to speak to individuals who process Viewing a Wider World waivers so the committee can continue to make progress addressing any ambiguities and inconsistencies in the policy or its application.
- The committee discussed proposed changes to ARPs 4.02 through 4.50, with plans to revisit (a) proposals that generated much discussion or (b) ambiguous statements in original policy that need further investigation. The remaining ARPs in Chapter 4 were added to the committee's agenda for February.

February

- The committee heard an update from Megan Papesh about information she learned regarding Viewing a Wider World (VWW) waivers from Joe Lakey, Associate Dean for Academics in the College of Arts and Sciences. Dean Lakey agrees that the information online is ambiguous about who even processes the VWW waivers, and noted that they should probably all be processed within the Center for Academic Advising and Student Success (CAASS, after approval from the student's major Department). Dean Lakey suggested that Megan meet with Marissa Fowler from CAASS to see how they feel about processing waivers. Dean Lakey also said that the Deans have discussed Faculty-led International Programs (FLIP) courses and all agree that they should count for VWW, provided they meet the other requirements in the policy (e.g., not in the student's major department).
- The committee finished its work discussing ARP 4.55 through 4.83, including the high-discussion items from the January meeting, and created a red-lined document proposing changes. Several ARP require further investigation before a formal proposition can be written about revisions, including (a) 4.21 (I grade forms), 4.61 (transfer credit), 4.68 (CAF), 4.70 (thesis/dissertation embargo period), and 4.71 (experiential learning).

March

- The committee heard an update from Megan Papesh about LEADS 2025 Goals 5 (Build an Online Global Campus) and 6 (Build, Elevate, and Strengthen Sustainable Systemwide EID Practices). Specifically, Megan met with Beth Apodaca and Teresa Maria (Linda) Scholz on March 9 to discuss some topics that Sherry Kollman and others would like the Curriculum and Programming (C&P) Committee to weigh in on. Sherry Kollman did not attend this meeting. Beth and Teresa requested the committee's assistance developing and evaluating Key Performance Indicators (KPIs) for Goal 5, which currently does not have any articulated KPIs, and providing feedback on the KPIs for Goal 6. Beth Apodaca indicated that Goal 5 KPIs should be ready to evaluate by March 17 and they would like feedback by the beginning of April. Because the C&P Committee did not meet again until April 13, Megan expressed reluctance to increase the service expectation for members of this committee by adding another meeting to their calendars, so the committee agreed to evaluate the Goal 5 KPIs by the end of March and cancel the planned April meeting.

Date prepared: 26 April 2023

- The committee discussed the proposition draft proposing changes to the Viewing a Wider World (VWW) catalog language. The committee finalized the draft and sent it to Faculty Senate Chair and Vice Chair.
- The committee then discussed outstanding questions about Chapter 4 ARPs 4.21, 4.61, 4.68, and 4.70. ARP 4.21 remains outstanding until we hear back from CAASS about “I” grade forms used in Nursing. The committee then discussed ARP 4.46 and proposed changes to the ARP that are more inclusive and reflect student experiences. Specifically, we added language excusing students who are ill or are caring for ill dependents and students who experience a death in their immediate family. We then discussed ARP 4.69 and made as many modifications as we could. Remaining modifications will need to be proposed separately by the Office of Digital Learning.

April

- The committee met this month because no one from the Office of Digital Learning contacted us about the LEADS 2025 Goals 5 and 6 KPI.
- The committee finished discussion of outstanding issues in the Chapter 4 ARP.