

**Curriculum and Policies Subcommittee Meeting Minutes**  
**April 14, 2026**

**Voting Members Present:** Elizabeth Gharthey, Michelle Halla, John Leafgren, Ally Roof (chair), Dereka Rushbrook, Christopher Sanderson, Jeremy Vetter, Eddy White

**Non-voting Members Present:** Sharon Aiken-Wisniewski, Erin Riesgo, Abbie Sorg, Alex Underwood, John Kramkowski

**Voting Members Absent:** Amanda Sokan

**Minutes recorded by:** Erin Riesgo

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Chair Ally Roof called the meeting to order at 3:32 p.m. A quorum was established with 8 voting members.

**I. Approval of Curriculum & Policies Subcommittee meeting minutes, 3/17/2026**

John Leafgren motioned to accept the meeting minutes from 3/17/2026. Christopher Sanderson seconded the motion. The motion passed with 8 votes in favor.

**II. 360° Review of Vice Provost Greg Heileman**

**Presenters: Joost Van Heren, Joel Smith**

Members of Greg Heileman's 5-year 360° Review Committee facilitated discussion around 4 areas: building trust, fostering collaboration, maximizing resources, and achieving results. Feedback may be submitted directly to a committee member or via the survey link. Qualtrics survey is available through April 24, 2026. [5-Year Review Administrator Guidelines](#)

**III. Action Item**

**A. Undergraduate Transfer Credit Policy**

**Presenter:** Ally Roof

There has been a need for revision to the Undergraduate Transfer Credit policy in light of recent updates to General Education policies. Potential updates would include specifying how Civic Institutions requirements could be fulfilled by transfer students, adding an option for how a completed Associate of Arts or Associate of Science degree could satisfy general education curriculum, and updating reference to Transfer Credit & Articulation to instead direct to the Office of the Registrar.

Discussion:

- Policy proposal includes state specific verbiage for California and Arizona only. No additional state verbiage is included.
- Policy proposal includes civic institutions.
- Policy proposal excludes verbiage for math and writing foundations.

**Jeremy Vetter motioned to approve the policy proposal as received, and Christopher Sanderson seconded the motion. The motion passed unanimously with 8 votes in favor.**

**B. Accelerated Master's Program (AMP) & Related Policies**  
**Presenter: Ally Roof**

Proposed change to Accelerated Master's Programs (AMPs) would state that undergraduate students (including AMP students who have not yet been admitted to their master's program may only enroll in up to 500-level courses. Rationale for the change was that 600-level courses are meant to be higher-level courses for graduate students. Keeping options appropriate for advanced undergraduate students may improve success.

Discussion:

- A concern was expressed that some graduate programs offer coursework on a 2-year cycle rather than every year. Limited faculty and resources would place undue burden on faculty.
- There was a concern that fewer AMPs would exist because of faculty and course offering limits.
- Concern was expressed that smaller departments would experience greater impact on faculty and AMP enrollment if undergraduates were unable to enroll in 600-level courses.
- One member shared that their departmental Master's degree required several 600-level courses. If undergraduate students could only take up to 500-level courses, the program would need to be considerably restructured so that AMP students could still complete the program in the expected timeframe.
- Example of a sophomore in a 400-level course and a senior in a 600-level course. A member stated that some students choose to take a more difficult class and succeed or fail.
  - Another member shared an example of a student who created their own accelerated pathway by enrolling in advanced courses each term.
- Co-convened 400-500 level courses include separate learning outcomes for enrollees of the 500-level course.
- Learning outcomes are not delineated in 600-level courses because the expectation is that all students have matriculated.
- 600-level courses have a single set of learning outcomes that should not be differentiated based on the student's career level. All students in the course need to meet the same learning outcomes and whether it is appropriate to make those demands on undergraduate students is of concern.

- There was concern that if 600-level courses were restricted, some departments would try to renumber their courses to the 500-level without changing the content of those courses.
  - The academic rigor in 500-level courses should differ from that of 600-level courses.
- The current Accelerated Master's policy prohibits undergraduates from enrolling in 600-level courses
  - The Graduate Credit for Seniors policy and Course Numbering System policy state that well-qualified students (e.g., senior and GPA, honors junior) may enroll in 500-level courses.
- The Undergraduate Council is responsible for guardrails and policies for undergraduate students, giving them pathways and a means to be successful.
- A concern was raised regarding admittance to an AMP.
  - Current policy states that a student may be admitted to an AMP when General Education requirements are near completion.
  - Proposed policy verbiage would change the verbiage to state that General Education requirements must be complete prior to AMP admission.
  - An example of the impactful difference was a student unable to take UNIV 301 due to not completing math foundations.
- Committee members stated that more information would have improved their understanding of the proposed policy.

**Elizabeth Gharthey motioned to make a vote, and Jeremy Vetter second the motion. Motion to approve the proposal was denied with 7 no votes and 1 abstaining.**

**Members of the subcommittee were encouraged to email Ally with questions or data points they would like regarding AMPs. Discussion will resume in Fall 2026.**

#### **IV. Discussion Items**

##### **A. 2025-2026 Summary of Accomplishments**

**Presenter:** Ally Roof

Four policies completed and approved by faculty governance so far this year. Undergraduate Transfer Credit was approved by the Subcommittee today. Next steps are UGC on April 28, 2026, and the Faculty Senate May 4, 2026. If approved, it will be effective in fall 2026.

##### **B. 2026-2027 Policy Roadmap**

**Presenter:** Abbie Sorg

Five university wide policies, seven undergraduate policies, and 2 graduate and professional policies are on the 2026 – 2027 roadmap. Members were encouraged

to email the ACP team with additional suggestions or thoughts on prioritization of policies on the roadmap.

**C. Subcommittee Procedures for New Committee Members**

**Presenter:** Ally Roof

Creation of procedures to be used by the Subcommittee and potentially UGC could benefit new and continuing members. The example of setting standards for how motions are made and votes are taken will help create consistency. Value exists in clear communication and expectations.

**Members of the subcommittee were encouraged to email Ally recommendations for procedural guidelines.**

**VI. Adjourn**

- A. The meeting was officially adjourned at 5:00 PM.
- B. The subcommittee will reconvene in Fall 2026.

*April 14, 2026, meeting minutes were unanimously approved on 5/1/2026 by e-vote with 5 yeavotes.*

*Respectfully submitted by Erin Riesgo, 4/17/2026*