

UCCC Minutes-October 23, 2013
Room-Faculty Senate Chambers

Call to Order: 12:30pm

Members Present (Quorum Present:16): Chair Robert Warren; David Auerbach; Roy Borden; Keith Brannum; Gene Brothers; Susan Carson; Debbie Currie; Scott Despain; Tom Koch; Melissa Merrill; Kim Outing; Hatice Ozturk; Frederick Parker; David Parish; Rebecca Swanson; Roger Woodard

Ex Officio Members Present: Catherine Freeman; Barbara Kirby; Holly Swart

Recurring Guests Present: John Harrington

Members Absent: Ted Branoff (E); Charles Clift (E); Tushar Ghosh (E); Katherine Gammon; Rakeshreddy Kesireddy; Andy Nowel (E); Santiago Piedrafita (E)

Guests: Kerri Brown-Parker (Education); Peter Hessling (proxy for Ted Branoff; Education); Martin King (proxy for Tushar Ghosh; Textiles)

WELCOME AND INTRODUCTIONS

Remarks from Chair, Robert Warren:

Chair Robert Warren greeted the committee to the UCCC meeting, extending a welcome to the guests in attendance: Kerri Brown-Parker (Education), Peter Hessling (Education), Martin King (Textiles).

Remarks from Associate Vice Provost Academic Programs and Services, Barbara Kirby:

Dr. Kirby updated the committee on a draft of the of the proposed *Revised Comprehensive Articulation Agreement*, which identifies at least thirty hours of general education courses. Dr. Mullen and Dr. Larick are currently reviewing this and will be sending it out to various bodies across campus for comment. This needs to be reviewed as an institution moving forward. Dr. Kirby does not anticipate a decision being made before January or February, as the UNC system is encouraging discussion on the campuses. These courses were identified by teams at the community college level, in addition to faculty in various departments across the UNC system. This would mean that if a student takes the approved thirty hours at the community college, when they transfer, regardless of where they attend, the thirty hours would be approved. Dr. Kirby noted that there are some courses on the list that are not equivalent to a specific course at NCSU. Some of the courses, like the History courses, are listed as social sciences rather than humanities courses. Faculty will need to discuss how the thirty hours would be implemented at NCSU. Questions could include: Should NCSU create a similar course? Or should the student's hours just be met without providing an equivalent course? This issue also affects the Science and Natural Sciences. There may also be a need to revisit Foreign Languages and Health & Exercise Studies as graduation requirements. GA states that students are required to complete FL and HES (PE) if they are the university's graduation requirements. A student at NCSU is supposed to meet FL and HES for graduation. CUE has moved Foreign Languages under the GEP, so it is possible that a student who has an A.A. or A.S. will meet the Foreign Language requirement without ever having taken a Foreign Language course in High School or at the Community College under the CAA agreement.

Dr. Kirby asked if any members, or their colleagues, have been asked to identify the additional fourteen hours of general education pre-major or major courses that would constitute the pathway for transfer students from community colleges. Associate Deans and Department Heads are being asked to look over their own programs, and determine pathway courses for a student who would transfer into the program from a community college. Dr. Kirby asked committee members to let her know if they, or their colleagues, have been contacted regarding this.

Recently Dr. Kirby met with the Faculty Senate Subcommittee, the Academic Policy Committee to discuss NCSU courses, and the way students can meet the Global Knowledge requirement. She noted that the US Diversity category currently only has around fifty courses on its list, creating a challenge for students trying to enroll in these courses. Students are limited in what they can take, and seats may not be available for courses that interest them. Currently, CUE is having a discussion about this. Additionally, the Student Senate is examining what the USD and GK categories look

like, with the focus on the theme of culture. Dr. Kirby urges members to discuss this with their college committees, if not already doing so. If the university offers courses with a US perspective, how can it ensure that students have ample and valuable courses to contribute to their broad general education?

Approval of Minutes from the October 9, 2013 Meeting

A motion was made and seconded to approve the minutes as presented. Without discussion, the motion was **APPROVED**.

NEW BUSINESS

Course Actions

- > **MT 366-Biotextile Product Development-APPROVED** pending revision unanimously.
One committee member noticed that the syllabus was missing an *Electronically Hosted Course Component Statement*, part of the syllabus regulation. Without further discussion, the committee **APPROVED** unanimously pending insertion of the *Electronically Hosted Course Component Statement* in the syllabus.
- > **TT 327- Yarn Production and Properties-APPROVED** pending revision unanimously.
Dr. King told the committee that this course combines the focuses of three courses previously taught by Textile Technology into one 4 credit hour course. The goal of this course is to provide a more comprehensive way to reduce duplication. This also helps facility learning despite limited resources. A member was concerned with the wording of ‘up to 20%’ in the grading statement. If the grade percentage is more or less than 20%, this should be explained to students. Additional clarification should also be provided for the ‘Journal of Lecture Notes’. The instructor will need to explain how it will be graded and what is expected. Another member asked if the ‘Journal of Lecture Notes’ is separate from the homework grade. She also wondered if these are weighted equally. Another member noted a typographical error under the textbook portion concerning, ‘addition’. He suggested, ‘in addition to’ or ‘additional’, as an alternative. Without any more discussion, the action was **APPROVED** unanimously pending clarification on the grading.
- > **TT 401-Textile Technology Senior Design I-APPROVED** unanimously pending clarification on contact/credit composition and adding electronic host components statement in syllabus.
Dr. King explained that his department believes that it is a better learning experience for students to have two semesters of senior design. An issue arose concerning how the contact and credit hours are reflected. The Course Action Form show shows that the course is an integrated lab and lecture. Many on the committee felt that the hours need to be reflected for students, so that they understand the time commitment. One member noted that students in the program should be well aware of the time commitment involved in their capstone course by the time they are seniors, as this is common knowledge.

The committee agreed upon the difficulty of accurately capturing the components of integrated courses, due to a limitation in the current language and documentation. The Instructional Format Subcommittee may need to suggest new categories such as a Capstone, with language that portrays how a class is taught. Dr. Kirby noted that one of the formats currently being reviewed by the Instructional Format Committee, and approved by GA, is named as ‘Lecture and Lab’. This is defined as, “A course that requires the combined attributes of a lecture course and a lab course.” Under this definition, a lab cannot be administered the same way as a three hour lecture and one hour lab would be. This gives the opportunity to use the lecture time for the application. Dr. Kirby noted that this seems to be the direction departments are moving towards. Additionally, there were some questions about the credit and contact ratios for different types of courses, which can be found on the [OUCC website](#).

Dr. King explained that there are four credit hours of lecture and two hours of problem session. Dr. King explained that students meet for several hours a week for lecture time. In addition, the students meet in a special development lab. Students work in teams for this project, but do not necessarily meet in the special development lab, but are expected to meet during the allotted time to work on their project. This may include working the library, meeting with their sponsor, or touring professional facilities for research and evaluation. A committee member noted that if there are safety regulations and lessons, that this would indicate a lab component to the

course. Dr. King explained that while this may be necessary for some senior design groups, others may not need this component. These groups may work with a sponsor. In a scenario such as this, a student may be evaluating a product, without a lab or needing safety regulations. This will vary by each senior design group. Without any further discussion, the action was **APPROVED**.

- > TT 402-Textile Technology Senior Design II-APPROVED unanimously.

A suggestion was to categorize this type of course as *Research*. Dr. King explained that his department considers it ‘product development’. The ratio for research is 150 hours for three hours of credit, which would equate to ten hours per week for research credit. However, changing the title could affect the accreditation of the program through ABET (Accreditation Board of Engineering & Technology). One member asked representatives from Engineering how their Senior Design courses are set up. One Engineering member noted that they are set up as a lecture. Dr. King explained that Textile Technology had actually used Engineering as a model when creating TT 401 and TT 402. A different committee member felt that it was unfair to hold Textile Technology to a different standard for this type of course when other departments are doing the same thing and addressing as lecture component. It was noted in discussion that until we have this type of instruction defined as a component, the precedent exists as listing as lecture. One committee member was concerned about the ‘do-whatever-it-takes’ statement in the syllabus in regards to completing the course work. However, another committee member explained that this was to acclimate students to real scenarios and experiences in the industry. Part of the goal of this course it mimic the challenges faced by Textile Technology majors in the workforce.

At one point, a motion was made to table the action, and was seconded. The committee member explained that she was not comfortable approving the action pending clarification from the instructor. She wanted to know if students would really meet for lecture time four hours a week, with no lab component, and only a problem session. If this is true, it should be reflected in the syllabus. If there is not four hours of lecture, than the actual number of hours needs to be accurately reflected. Another member noted that the only lecture scheduled was to occur on the first day of the course. One member noted that within the syllabus the phrase ‘class time is lab time’ was of some concern. However, after further discussion, this motion was withdrawn. Without any further discussion, the action was **APPROVED**.

Curricular Actions

Curriculum	Concentration	Action
Textile Technology	Undesignated	New Concentration
Textile Technology	Medical Textiles	Revision in Concentration
Textile Technology	Technical Textiles	Revision in Concentration
Textile Technology	Textile Supply Chain Operations	Revision in Concentration

A motion was made and seconded to approve these curricular changes as a package. The motion was approved unanimously. Dr. King explained that these concentrations are intended to help students with direction and information that will help them when seeking job placement or recruitment. The addition of the undesignated concentration is to consolidate the courses common among the other three concentrations. This allows students to choose TT courses in a manner that lets them choose a variety of TT electives. Students can then stay in the undesignated concentration or move into one of the other three concentrations at a later date in their academic career without falling behind. Another member asked how many students are in the program. Dr. King explained that each year there are between fifty and seventy students in the program. Generally, there are twelve to fifteen in each concentration, although some concentrations are more popular than others. One member complimented Textile Technology for the concentration documentation, noting that the color coding was especially helpful in identifying the changes being made. One member mentioned that this should be shown as an example on the OUCC website to encourage other departments to be as organized and color coordinated. Without any further discussion, this package was **APPROVED** unanimously.

- > ECI 201-Introduction to Instructional Technology for Educators-APPROVED unanimously.
Kerri Brown-Parker, a guest from Education, explained that revisions to the catalog description were necessary as the technology previously described was out of date. The catalog description will now illustrate the contemporary tools teachers use to incorporate technology into the classroom. In this course, students will practice implementing tools into curriculum development. All course texts will be available on Moodle for students and are composed of a variety of educational readings and technology tutorials. ECI 201 is moving from a two hour to three hour credit course to fit with the Education degree program in a better fashion. This offers students an intensive course in technology. Technology Education is important part of North Carolina standards for teaching, in addition to national standards. Technology taught will include [interactive whiteboards](#), [Web 2.0 tools](#), and different student-centered technologies. This course will now be offered in the Fall and Spring semesters, rather than just the Spring. One member noted that the abbreviated title on the *Course Action Form* would need to be shortened to fit the thirty character limit. Another member was curious about the limit on the abbreviated title. Holly Swart explained that the abbreviated title is shown on the schedule of classes on the student's account and on transcripts. To go over the limit would affect the functionality of these attributes. The limit was previously set at an eighteen character limit. A member asked if the department meant for the students to be able to take the course more than once for credit and the representative stated it was not. Catherine Freeman noted that she will fix this on the *Course Action Form*. Another member noted that the attendance policy requires a change in wording. The instructor cannot ask a student to explain why they were seen by the doctor; they can only ask that a student verify that they were at a doctor's office. Without any further discussion, this action was **APPROVED** unanimously.

- > 13ELMEDBS-Elementary Education-APPROVED unanimously.
This moves the social science elective to a different semester on the degree audit/eight semester display. This allows students to take the course closer to when they take the Praxis II exam during their junior year. One member asked if students in this plan could only take ST 101 or ST 311 for the Mathematical Elective. Dr. Hessling said that this is true. Without any more discussion, the action was **APPROVED**.

Meeting adjourned at 2:06pm.

Respectfully Submitted by Gina Neugebauer