

UCCC Minutes 10.8.2014  
Room-Witherspoon Center 126  
Call to Order: 12:31pm

## ATTENDANCE

**Members Present (Quorum Present: 17 ):** Amanda Beller, David Berube, Betty Black, Gene Brothers, Debbie Currie, Scott Despain, Charles Hardin, Michael Helms, Helmut Hergeth, Peter Hessling, Tom Koch, Andy Nowel, Hatice Ozturk, David Parish, Martha Reiskind, Farzad Rezaei, Kathleen Rieder

**Ex-Officio Members Present:** Charles Clift, Catherine Freeman, Barbara Kirby, Brittany Mastrangelo

**Recurring Guests Present:** Li Marcus

**Members Absent:** Chair Auerbach (E), Alton Banks, Rebecca Swanson (E), Robert Warren (E)

**Guests:** Deborah Acker (*Shelton Leadership Center*)

## WELCOME and INTRODUCTIONS

*Remarks from Chair Elect, Scott Despain:*

The meeting was called to order at 12:31pm in Witherspoon 126, and in Chair Auerbach's absence, Chair-Elect Scott Despain welcomed the committee. He also welcomed the guest in attendance, Dr. Deborah Acker (*Shelton Leadership Center*).

*Remarks from Associate Vice Provost Academic Programs, Barbara Kirby:*

Dr. Kirby welcomed the committee and guests to the meeting. She notified the committee that the UNC system reviewed under enrolled programs and emailed Dr. Duane Larick. Dr. Kirby and Dr. Mike Mullen will be working with departments about addressing under enrolled areas. Additionally, Dr. Kirby provided some context for the recent [Chancellor's Address](#) regarding the creation of University College composed of DASA. Dr. Kirby explained that DASA evolved from DUAP, which included courses/programs that did not have a home, and Student Affairs. Dr. Mullen inherited the structure of Student Affairs and Academic Programs, which has no clear reporting lines. A strategic resource management committee, co-chaired by Dr. Larick, outlined that a University College might be a way to look at strategic resources. Recently the Provost appointed a steering committee to review this. Dr. Kirby shared with the committee that the charge of the implementation team is to create a University College by Fall 2015, and will include eight minors and eleven certificates housed in the division. She explained that this would bring a more coherent arrangement within DASA that would report to Dr. Mullen like a University College would. She noted that the focus is on efficiency and effectiveness within DASA, and compared it to a 'Rearranging of chairs on a deck'. Dr. Kirby explained that DASA already has its own curriculum committee that reviews DASA courses and minors and makes recommendations to Dr. Mullen before coming to UCCC. These courses are comparable to courses that live in other colleges under the 'Dean's Office'. She stressed that DASA is not building a college but facilitating an initiative. Dr. Kirby noted that there has been some focus across the NCSU and the university system on a 'General Studies' type of degree. East Carolina University put forth a Multidisciplinary Studies degree recently. A task force with associate deans, faculty, and students would need to be gathered to see how this might help with transfer bottlenecks and if this is a possible pathway for NCSU. Dr. Kirby noted that a decision had not been made, but the university can acknowledge that good students need to attend NCSU and exit with a degree in a timely manner.

## CONSENT AGENDA

- A motion was made and seconded to approve the consent agenda. Without any discussion, the motion was **APPROVED** unanimously.

Action	Type
FLG 301 Advanced German	Rev: Pre-reqs
FLG 302 German Oral and Written Expression	Rev: Pre-reqs
FLG 307 Business German	Rev: Pre-reqs
FLG 311 Introduction to German Translation	Rev: Pre-reqs
FLG 315 Germanic Civilization and Culture	Rev: Pre-reqs
FLG 318 New German Cinema	Rev: Pre-reqs
FLG 320 Introduction to German Literature	Rev: Pre-reqs
FLG 323 Twentieth Century German Literature	Rev: Pre-reqs
FLG 325 Germanic Lyric Poetry	Rev: Pre-reqs
FLG 390 German Studies Topics	Rev: Pre-reqs
FLG 430 Cultural Artifacts in the German-Speaking Countries	Rev: Pre-reqs
FW 353-Wildlife Management	Rev: pre-reqs
ET 484-Practice of Renewable Energy Assessments	Rev: pre-reqs
GIS 295-Special Topics in Geospatial Information Science	New Course
HI 438-The Russian Empire to 1917	Drop Course, GEP GK and HUM
HI 439-History Soviet Union and After	Drop Course, GEP GK and HUM
MUS 493 - Recital	Rev: Instructional Format; Credit Hour
MUS 107 Classic Piano I	Rev: Instructional Format
MUS 112 Men's Choir	Rev: Instructional Format
MUS 113 Women's Choir	Rev: Instructional Format
MUS 115 State Chorale	Rev: Instructional Format
MUS 121 Raleigh Civic Symphony	Rev: Instructional Format
MUS 122 Raleigh Civic Chamber Orchestra	Rev: Instructional Format
MUS 131 Marching Band	Rev: Instructional Format
MUS 132 Varsity Band	Rev: Instructional Format
MUS 134 Wind Ensemble	Rev: Instructional Format
MUS 140 Jazz Improvisation	Rev: Instructional Format
MUS 141 Jazz Combo II	Rev: Instructional Format
MUS 142 Jazz Ensemble II	Rev: Instructional Format
MUS 143 Jazz Combo I	Rev: Instructional Format
MUS 144 Jazz Ensemble I	Rev: Instructional Format
MUS 150 Vocal Techniques	Rev: Instructional Format
MUS 152 Pipes and Drums	Rev: Instructional Format
MUS 207 Classic Piano	Rev: Instructional Format
MUS 300 Chamber Music Performance	Rev: Instructional Format
MUS 390 Applied Music	Rev: Instructional Format

- *Approval of the Minutes from September 24, 2014-* A motion was made and seconded to approve the Minutes as presented. Without discussion, the motion was **APPROVED** unanimously.

## NEW BUSINESS

- NCCU BS Physics and NCSU BS Electrical Engineering Dual Degree-**APPROVED** unanimously.  
*Discussion:* The presenter explained that this would create a formal transfer program. For students, courses from NCCU will come into NCSU allowing for an Electrical Engineering BS degree from NCSU and Physics BS degree from NCCCU. The College of Engineering anticipates this being a small program with one to five students at most, and will be beneficial to those students. He explained that [North Carolina Central University](http://www.ncsu.edu) is considered a *Historically Black University*, so it is

beneficial to get students into NCSU and NCCU. Another member from the College of Engineering noted that she found some minor issues but would discuss with the presenter after the meeting. Catherine Freeman asked if any changes were made that revisions would be sent to her office for processing. Without any additional discussion, the action was **APPROVED** unanimously.

- BEC 441/541 Expression Systems in Biomanufacturing- **APPROVED PENDING REVISIONS** unanimously.

*Discussion:* Li Marcus, from Registration and Records, asked for clarification on the credit hours as she interpreted that the proposed could be too many or too little as for scheduling it would be five hours for the lab. The presenter explained that half an hour in each lab session is for lecture. Catherine Freeman noted that it looked acceptable based on a 5:2 ratio. Catherine Freeman noted that an Electronic Host Component needs to be added due to the use of Moodle. A member noted that there is a gap in the grading scale that needs to be addressed. Without any further discussion, the action was **APPROVED PENDING** unanimously with the following revisions: Electronic Host Component, Grading Scale

- MSE 423 Introductions to Materials Engineering Design- **APPROVED PENDING REVISIONS** unanimously.

*Discussion:* The presenter explained that the course is dropping from two to one credit hours. The department increased the credit hours a few years ago, but decided to return to the one credit hour. One member expressed concern with the Transportation Statement and inconsistencies. Students will be working with industrial sponsors and are required to do so outside of class. The presenter explained that sponsors are all on Centennial Campus where the course is also taught. One member asked where the inter-team evaluations fall in the grading. The presenter said he did not know, but he could find out this information. A member asked if there are penalties for missing class. The presenter noted that this had been a discussion at the college level CCC, but the instructor interpreted the *Attendance Policy* to mean that if there is anything additional the standard policy, faculty must add it to the syllabus; if it matches the university policy, nothing else should be added. The presenter noted he would get more clarification. A member noted he assumed that the instructor was trying to show the penalties in the real world. Charles Clift, from Registration and Records, asked if this change would affect the Biomaterials subplan for Materials Science and Engineering. The presenter explained that this was not discussed and might have been overlooked. Without any additional discussion, the action was **APPROVED PENDING** unanimously with the following revisions: Attendance Policy, Make-up Work Policy

- Materials Science & Engineering BS (14MBEBS)-**APPROVED** unanimously with friendly suggestion.

*Discussion:* The presenter explained that this action adds Statistics back into the curriculum, whereas the previous action reduced an hour. One member noted the preceding issue of whether changes would affect the Materials Science and Engineering-Biomaterials concentration also existed for this action. One member noted that there would need to be clarification on this and how it would affect credit hour. Another member noted that there was a typographical error, and the word 'add' needed to be inserted into the memo. Without any further discussion, the action was **APPROVED** unanimously with friendly suggestion.

- BIO 444 The Biology of Love and Sex- **APPROVED PENDING REVISIONS** unanimously.

*Discussion:* One member noted that it appeared to be an interesting course. He asked if multiple pre-requisites of C- or better could be enforced. Representatives from Registration and Records noted that they would look into this, but they believe that this will not be possible. The member noted that if it is not possible, then the pre-requisites will need to be altered. He also noted that class participation is twenty percent of the grade, but states that this will be discussed with students during first week,

rather than outlined in the syllabus. He noted that this would be precedent setting. A student representative called this nebulous; at twenty percent of the grade, he would want to know what is expected of him. He explained that the syllabus is his reference standard, despite any extra note taking. Another member noted that what is expected of the student should be included in the syllabus. The presenter pointed to a paragraph that reflected information on participation. The student representative explained that the paragraph was helpful, but he might not have reached a conclusion when reading it. The presenter asked if this would mean adding additional information to the grading scale graph. The student explained that the wording as presented in the graph would make him suspicious; what is the instructor not telling him at the beginning of the course? Another member noted that class participation is subjective, and instructors spend time on it for every course. The vague language for twenty percent of a grade is alarming. The student representative suggested including that the grade is subjective. Another member noted that the instructor has stressed the importance in a different paragraph on the importance of participation. She asked if it is in the purview of the committee to look at the participation. Catherine Freeman explained it is part of the committee purview, and a grading rubric must be required. This can contain some flexibility, but must have the components of participation listed. One member explained that his son had dealt with this same issue in grading, because class participation was not clearly outlined. His son was prepared for the readings, but it was not made clear that he needed to vocalize his participation. The member noted that specifics need to be provided so students understand what is expected. Another member noted that in the last sentence of the catalog description, it should state 'neurobiology' instead of 'neuroscience'. Additionally, she suggested that the title should include wording that illustrates 'Biological Basis', because the current title implies that love as a biology. Without any additional discussion, the action was **APPROVED PENDING** unanimously with the following revisions: Participation grading.

SLC 250 Critical and Creative Decision Making Models- APPROVED with friendly suggestion, 15 in favor, 2 abstentions.

- *Discussion:* One member expressed concerns about a non-faculty person teaching the course. Dr. Kirby explained that at NCSU, for an instructor to teach, there are credentials that are required to be able to instruct. She noted that the instructor for the course, Dr. Deborah Acker, exceeds the credentialing for the Category I classification. Dr. Kirby expressed that UCCC usually does not make it part of their purview to look at instructor credentialing. She explained that the Shelton Leadership Center is a recognized institute on campus and the instructor has met all of the requirements for Level I credentials to teach. The member asked who the guest instructors are and where the course schedule is located. The instructor for the course, Dr. Acker, explained that the faculty participating are named in the lesson plans. She noted that Dr. Helmut Hergeth (*Textiles*), Dr. Brad Kirkman (*Management, Innovation & Entrepreneurship*), Jennifer Capps (*NCSU Entrepreneurship Program*). Lt. Col. Randall Wheeler (*Army ROTC*) are all going to be participating in the course. Additionally, other faculty members across the university have participated in the past Special Topics version of the course. The member expressed concern over the academic rigor. The instructor gave an example of the academic rigor, explaining that by looking at two essays written by a student, one at the beginning, and one towards the end of the course, she is able to ascertain how the student critically thinks and analyzes a problem. She is not concerned by what the problem might actually be, but rather how the student examines and develops a decision around it. She explained that the critical thinking incorporates different types of models. A member noted that it looks like the course is mostly composed of presentations by students. The instructor explained that students would work in teams, and two of the class times would be used for group presentations. She explained that part of the exercise is to critically articulate in a public situation as well as hone public speaking skills. The committee member asked what the teams would be doing. The instructor noted that initially when students enter her class they don't understand critical and creative thinking. The team project illustrates that they have grasped the concept and that they understand various models. Students will

look at a case study, and will look at the data, identify how the model approached the problem, and what might have been done to ensure a more effective decision. One member asked if this meant that it was critical thinking or critical decision making? The instructor explained that she would argue that to make a decision, a person must critically think before making an effective decision. One member asked what the two disciplines were represented under the GEP Interdisciplinary Perspective categorization. The instructor explained that four faculty from four different colleges illustrate the decision making they teach their own students. One member of the committee, a guest lecturer for the course, explained that he uses a model that is implemented for strategic planning in Textiles. He noted that faculty across campus do similar things. Additionally, he noted that CUE thought the course appeared suitable for the IP list when the course was brought forward as a GEP Special Topics shell course. One member made the suggestion to change the grading scale to a '<, >, =' to avoid confusion. Charles Clift, from Registration and Records, asked if other courses would be coming forward under the new SLC prefix. The instructor explained that more courses would be coming forward as the General Shelton Leadership Center has expanded their strategic plan to serve the university as a whole, expanding into the academic side. Without any further discussion the action was **APPROVED** with friendly suggestions, 15 in favor, 2 abstentions.

➤ COM 342 Qualitative Methods in Communication Research- **APPROVED PENDING REVISIONS** unanimously.

*Discussion:* Li Marcus asked if the course would involve two course components, such as lecture and seminar. The presenter explained that the course starts as a lecture but develops into a seminar. One member asked if wording needed to be added to the catalog description for transportation to research sites and field work locations. Catherine Freeman explained that if travel is required of the course then students need to see this before they register, so it should be added to the catalog description. One member made a friendly suggestion to change the headings in the syllabus from '*Objectives*' to '*Student Learning Outcomes*'. Another member pointed out that the abbreviated title should line up in wording order to the full title. Another member suggested removing the word 'understand' on the last objective of the student learning objectives in the syllabus. Another member noted that he didn't see a grading scale or breakdown. He complimented the action for its definition of class participation. Without any additional discussion, the action was **APPROVED PENDING** unanimously with the following revisions: Transportation statement, clarification on the grading scale, abbreviated title, Student Learning Outcome title, and removal of 'understand'.

<b>ANNOUNCEMENTS and DISCUSSION</b>
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Meeting adjourned at 1:59 pm.

*Respectfully submitted by Gina Neugebauer*