ANNUAL REPORT

University Standing Committee: University Courses and Curricula Committee
Academic Year Covered by Report: 2020-2021
Date Report Submitted: 28 May 2021
Report Submitted by: Wendy Krause
Number of Times Committee Met: 15 out of 15 Scheduled Meeting Times
Link to Minutes: 2020-2021 UCCC Minutes

SUMMARY OF DISCUSSION ITEMS/ACTIVITIES OF COMMITTEE

The following tables reflect actions taken by the University Courses and Curricula Committee in the 2019-2020 year.

The University Courses and Curricula Committee (UCCC) met a total of fifteen (15) times for 1-2 hours per session, during the 2020-21 academic year.

The committee had appropriate representation to carry out its charge with 20 voting members and a number of ex officio members that included:

- 1 voting member from each College and 2 from the largest colleges (CALS, CHASS, COE, COS).
- 1 voting member each representing University Libraries, and Faculty Senate.
- 1 voting student members each representing Student Senate, Undergraduate, and Graduate levels
- Ex-officio, non-voting members from DELTA, Office of International Affairs, Assessment, Registration and Records, and DASA

The membership and its quorum (minimum of 11 voting members) worked diligently each meeting period. In the **2020-21** academic year, a total of **230** course actions as well as **93** curricula actions, **31** of which were included within single memos covering multiple curricula. **Table 1.1** indicates a breakdown of these actions. Cross-listed/dual level courses are considered one action. Curricular actions covered within one memo are counted individually.

Table 1.1

ACTION	UCCC 2020-2021
New Courses	**48**
Revised Courses	**171**
Dropped Courses	**11**
Ownership Change	**3**
New Curricula	**3**
New Prefix	**3**
Revised Curricula	**79**
Discontinuations	**4**
Honors Programs Revision	**1 Biomedical Engineering Honors Program**

No new honors programs came forward in the academic year.

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Other business included:

- Helmut Hergeth was elected as Chair for the 2021-2022 school year. (November 18th, 2020)
- Quorum was established at 11 members. (August 12, 2020)
- Reestablished the Zoom standards for voting yes/ no abstain using vote in participants tab and established the new syllabus review for the Fall 2020 semester. (August 12, 2020)
- Past Chair Rudi Seracino chaired the November 18th, 2020 meeting due to the absence of Chair Wendy Krause.
- Presentation from Assessment Stephany Dunstan (February 3, 2021)
- Robert's Rules procedures for amending a motion continued to be applied, clarifying the approval process/discussion for all involved, and allowing for fair discussion and dissent when an amendment to an action is proposed.

SUMMARY OF RECOMMENDATIONS:

- Syllabus Boilerplate (October 21st, 2020): After a discussion began about shared course materials (PRRs, etc) and whether/how students rights and responsibilities information should be including in specialized coursework agreements, the chair formed a subcommittee with the following charge: to discuss the feasibility of creating a syllabus boilerplate site that could be linked to from all syllabi with the same information.
    - Subcommittee continued discussions through Fall and Spring 2021 semesters.
        - *October 9, 2020 (Doodle Poll)*
        - October 19, 2020 (Subcommittee meeting)
        - November 16, 2020 (Subcommittee meeting)
        - December 11, 2020 (Subcommittee meeting)
        - January 28, 2021 (Subcommittee meeting)
        - February 18, 2021 (Subcommittee meeting)
        - March 15, 2021 (Subcommittee meeting)
        - April 2, 2021 (Subcommittee meeting)
        - April 7, 2021 (UCCC meeting - discussion and presentation)
    - As a result of the work with this subcommittee, OUCCAS updated its syllabus checklist, began work towards creating a training working group, and created two help sites that will be housed on its new web page in June 2021. The work to create accessible, consistent, and timely training and education around syllabi for both faculty and students will continue.

    Subcommittee Recommendations: (For full report see Appendix A)
    - Educational materials for instructors on the syllabus regulation and their responsibilities related to syllabi need to be available, easy to find, readily accessible, and located in a centralized webpage.
        - We encourage the development of an asynchronous training for instructors on syllabus best practices and how courses are created and revised.
        - To provide the best and most relevant training possible, the development should be a coordinated effort of OFD, DELTA, OUCCAS, and the Grad School.
        - Using Reporter to register and track completion of said training is suggested.

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- ○ Any changes to the syllabus regulation need to be communicated broadly to instructors. We recommend the following:
    - ■ A popup notification in MyPack (timed near, but before, the start of next semester),
    - ■ A popup notification in Wolfware/Moodle,
    - ■ Communication to ADAA, UCCC, CUE, Faculty Senate, and College Liaisons with the request to disseminate to their instructors, and
    - ■ A writeup and explanation of changes in the OFD Newsletter.

- ○ For nonstandard courses that use an agreement (contract) in lieu of a syllabus, the best practice is to include the "boilerplate" syllabus information, including the DRO statement, academic integrity statement, the links to all syllabus PRRs, and a link to student syllabus website. This is a recommendation and not a requirement.

- ○ Nonstandard courses that use an agreement (contract) in lieu of a syllabus still need to have the college "sign off" on the syllabus in CIM (*i.e.*, check yes on the box that indicates, "The syllabus has been reviewed and it conforms to all university requirements and regulations"). This "yes" indicates that the course is nonstandard and may use an appropriate course agreement in place of a syllabus.
    - ■ We recommend noting what the "yes" indicates for the nonstandard course in the "Additional Comments" box in CIM.
    - ■ Sample language for the additional comments box: *This is a non-standard course, so a course agreement will be used in lieu of a syllabus. The course agreement has been reviewed and meets all college and university standards.*

- ○ DELTA currently maintains the Syllabus Tool and a detailed and lengthy syllabus template that is geared towards asynchronous online courses. We are grateful for those resources and are pleased the syllabus tool is being updated. We recommend the creation of a syllabus template that has only *required sections* or one that has *required sections and a few of the most common additional sections*, but in this case it must be ***absolutely clear what is required and what is optional***.

- ○ The next time that the syllabus regulation is under review, we strongly encourage the reviewers to consider courses that do not require a syllabus and give guidance as to what must be included in the document that is used in place of the syllabus.
    - ■ Furthermore, we suggest discussing the addition of a default grading scale (so that syllabi can refer to the default scale). If any instructors want to use a different system/scale, they would have to include their scale in the syllabus.
    - ■ We suggest discussing whether or not a statement regarding incompletes and how they will be handled should be added to the regulation.
    - ■ And finally, we suggest the reviewers consider the order of the items in the regulation and recommend the individual regulations be grouped according to topic (refer to the new student syllabus website [Outcome 1] for suggested groupings). (password syllabusstudents)

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SUMMARY OF DISCUSSION ITEMS AND ACTIVITIES

- Course Wellness initiative (October 7th, 2020)
  - Autumn Belk presentation

- Office of Assessment presentation
  - Stephany Dunstan presented a series of new materials to support instructors considering learning outcomes.

- Course Prefixes through Provost (February 3, 2021 & April 28, 2021)
  - Members approved DSC prefix through the planned Academy of Data Science with the following understanding (February 3, 2021)
    - The Academies will be homes for interdisciplinary graduate and undergraduate programs whose members will span the university.
    - The Academy of Data Science has an operational, faculty-led curricular review committee.
    - With the creation of more Academies as planned, these Academies will form a group that can share review and best practices and serve as the college-level review for prefixes within the academies.
    - A minor or certificate may come out of this prefix, but not a degree program.
  - Members recommended the return of the SIP prefix to be approved through an academic college with the following understanding (April 28, 2021)
    - The prefix reflects a new kind of wide-ranging course
    - The prefix would not be a part of an academy and would not fit within the above Academies structure to serve as a college
    - The syllabi for SIP would be reviewed through Univesity College as it does not have a graduate component

- Flexibility of the CIM Course Record
  - Members continued to recommend (not require) that, where appropriate, ranges be used for fields in CIM Courses such as Student Evaluation Methods and Topic Outlines (if weeks are used at all). This would empower multiple instructors of the same course or the same instructor of different iterations of the course to consider different ways that a course may be delivered to students, and to give them the flexibility and opportunity to pursue those avenues without needing to alter the course record.

- 120 Hour Requirement
  - The approved exceptions to the 120-hour UNC System Office mandate were for the number requested at the time of submission. This means programs are locked at either 120 hours or the number of hours they were approved for by the Board of Trustees.
    - If a program seeks to decrease the number of hours towards 120 or maintain the approved number of hours, no special action is needed.
    - If a program seeks to increase the number of hours above 120 or the approved number of hours, they will need to fill out a request to be reviewed by their Associate Dean of Academic Affairs and submitted along with the curricular changes to UCCC and the Provost's Office (for BoT approval).

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- CIM for Programs
  - Throughout the year, OUCCAS kept members informed of the progress of CIM for Programs implementation - a system that would move curricular change, review, and approval to an online system, improving the accuracy and transparency of the process and the result in the university catalog.

RECOMMENDATION FOR REVISION OF SEAT CONFIGURATION
- Provost's office representative voting member (adding seat) (March 17th, 2021) to account for academy courses. (See Appendix B)

APPENDIX A:

Summary Report from the UCCC "Boilerplate" Subcommittee

During a Fall of 2020 UCCC meeting, we had an interesting discussion about what information should be included in a student "agreement" (often referred to as a "contract"). As the regulations currently stand for courses that can use an agreement in lieu of a syllabus, there are no regulations on what should or must be included. This led to a discussion at the College of Science CCC meeting that all required "boilerplate" information should be available in a central location (website). This committee was formed to discuss and address these ideas and concerns. We use the term *instructor* to refer to anyone who teaches or creates a syllabus.

Over the course of several meetings, we discussed wide ranging issues related to the syllabus regulations, the length of syllabi, and the lack of instructor knowledge and acceptance of the syllabus regulations. We initially discussed a pop-up through MyPack that would contain all of the required "boilerplate" information that would be directly sent to students at the start of every semester. This was dismissed, because the information is not readily accessible after clicking to clear the pop-up and due to the length being too long for the format of a pop-up. We discussed the creation of a syllabus quiz that could be added to any Moodle page, but decided that this idea could be revisited at a later date, if needed. We discussed the need for improved instructor education on the syllabus regulation and what constitutes the need to formally revise a course. As a whole the subcommittee is thrilled that the syllabus tool is being completely overhauled. Finally, our outcomes and recommendations are detailed below.

Our outcomes:

1. A website to educate students on their syllabi was created and can be currently found here[1] (password syllabusstudents).
2. A website to keep instructors informed on the current syllabus regulation was developed. In addition, this website provides example language and clarifies what is required and not. The site can be currently found here[2] (password syllabusfaculty).
3. The sample course agreement was updated to include the recommended information from the syllabus regulation. (See attached agreement.)

Our recommendations:

1. Educational materials for instructors on the syllabus regulation and their responsibilities related to syllabi need to be available, easy to find, readily accessible, and located in a centralized webpage.

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[1] https://sample.dasa.ncsu.edu/syllabi-for-students-draft-2/
[2] https://sample.dasa.ncsu.edu/syllabus-creation-editing-guidelines-resources/

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    a. We encourage the development of an asynchronous training for instructors on syllabus best practices and how courses are created and revised.

    b. To provide the best and most relevant training possible, the development should be a coordinated effort of OFD, DELTA, OUCCAS, and the Grad School.

    c. Using Reporter to register and track completion of said training is suggested.

2. Any changes to the syllabus regulation need to be communicated broadly to instructors. We recommend the following:

    a. A popup notification in MyPack (timed near, but before, the start of next semester),

    b. A popup notification in Wolfware/Moodle,

    c. Communication to ADAA, UCCC, CUE, Faculty Senate, and College Liaisons with the request to disseminate to their instructors, and

    d. A writeup and explanation of changes in the OFD Newsletter.

3. For nonstandard courses that use an agreement (contract) in lieu of a syllabus, the best practice is to include the "boilerplate" syllabus information, including the DRO statement, academic integrity statement, the links to all syllabus PRRs, and a link to student syllabus website. This is a recommendation and not a requirement.

4. Nonstandard courses that use an agreement (contract) in lieu of a syllabus still need to have the college "sign off" on the syllabus in CIM (*i.e.*, check yes on the box that indicates, "The syllabus has been reviewed and it conforms to all university requirements and regulations"). This "yes" indicates that the course is nonstandard and may use an appropriate course agreement in place of a syllabus.

    a. We recommend noting what the "yes" indicates for the nonstandard course in the "Additional Comments" box in CIM.

    b. Sample language for the additional comments box: *This is a non-standard course, so a course agreement will be used in lieu of a syllabus. The course agreement has been reviewed and meets all college and university standards*.

5. DELTA currently maintains the Syllabus Tool and a detailed and lengthy syllabus template that is geared towards asynchronous online courses. We are grateful for those resources and are pleased the syllabus tool is being updated. We recommend the creation of a syllabus template that has only *required sections* or one that has *required sections and a few of the most common additional sections*, but in this case it must be ***absolutely clear what is required and what is optional***.

6. The next time that the syllabus regulation is under review, we strongly encourage the reviewers to consider courses that do not require a syllabus and give guidance as to what must be included in the document that is used in place of the syllabus.

    a. Furthermore, we suggest discussing the addition of a default grading scale (so that syllabi can refer to the default scale). If any instructors want to use a different system/scale, they would have to include their scale in the syllabus.

    b. We suggest discussing whether or not a statement regarding incompletes and how they will be handled should be added to the regulation.

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c. And finally, we suggest the reviewers consider the order of the items in the regulation and recommend the individual regulations be grouped according to topic (refer to the new student syllabus website [Outcome 1] for suggested groupings).

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APPENDIX B:

March 9, 2021

Request to add a seat on the University Courses and Curricula Committee (UCCC) for Academies/Provost's Office

To the Committee on Committees

UCCC advises the Provost in matters relating to courses and curricula, and its membership comes primarily from the academic units on campus. In an effort to encourage more interdisciplinary research and teaching, non-college units like centers and academies have initiated and developed academic courses and programs that are housed within the Provost's Office. The most recent example is the creation of DSC-prefix courses that are housed under the Provost's Office.

After consultation with the UCCC membership, we respectfully request that a seat for a voting member be added to the UCCC roster, and that this seat be filled with a faculty member representing the Provost's Office.

Thank you for your consideration.

Sincerely,

Helmut H. Hergeth, PhD
Chair-Elect UCCC

North Carolina State University
Routing for DASA or Graduate School Approval

This request has been reviewed and approved by the appropriate campus committees and authorities.

Proposal moves to Undergraduate or Graduate office for routing
Recommended By:

_____ 4/16/2021
Chair, University Courses & Curricula Committee 2021/22   Date
or Administrative Board of the Graduate School

Approved By:

B r e t   H .   S m i t h   4/16/21
_____
Dean, DASA   Date