ANNUAL REPORT

University Standing Committee: University Courses and Curricula Committee
Academic Year Covered by Report: 2022-2023
Date Report Submitted: May 2023
Report Submitted by: Kanton Reynolds
Number of Times Committee Met: 16 out of 16 Scheduled Meeting Times
Link to Minutes: 2022-2023 UCCC Minutes

SUMMARY OF DISCUSSION ITEMS/ACTIVITIES OF COMMITTEE

The following tables reflect actions taken by the University Courses and Curricula Committee in the 2022-2023 year.

The University Courses and Curricula Committee (UCCC) met a total of sixteen (16) times for 1-2 hours per session, during the 2022-23 academic year. Sixteen (16) meetings were scheduled.

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, Faculty Senate, and representing Academies.
- 1 voting student members each representing Student Senate, Undergraduate, and Graduate levels
- Ex-officio, non-voting members from, Global Engagement, Office of Assessment and Accreditation, Registration and Records, Office of Instructional Programs, and DASA

The membership and its quorum (minimum of 11 voting members) worked diligently each meeting period. In the **2022-23** academic year, a total of **229** course actions as well as **96** curricula actions. **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 2022-2023
New Courses	7+1+2+2+2+4+2+4+7+2+5+8+8=**54**
Revised Courses	10+7+20+14+9+3+22+16+7+8+1+15+3+5+6+21=**167**
Dropped Courses	1+3+3+1=**8**
New Curricula	3 New Minors + 2 New Certificates + 3 New Concentrations + 1 New Major + 1 New Subplan=**10**
Revised Curricula	24 edited Minors + 38 edited Concentrations + 2 edited Honors + 4 edited Non-Degree + 3 edited Certificates + 11 edited Majors + 1 edited Subplan=**83**
Discontinuations	1 Concentration + 2 Subplans=**3**

Other business included:

- Renee Harrington was elected as Chair for the 2023-2024 school year. *(October 19th, 2022)*
- Quorum was established at 11 members. *(August 24, 2022)*

- Reestablished the Zoom standards for voting yes/ no abstain using vote in participants tab *(August 24, 2022)*
- A brief training on the committee charge and expectations was provided for the first meeting of the academic year. *(August 24, 2022)*
- Presentation from Assessment Kaitlyn Mittan about measurable outcomes *(August 24, 2022)*
- 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.
- Supporting Affordability and Equity in Course Materials Presentation by David Tully and William Cross from Libraries Open Resources *(November 16, 2022)*
- Presentation on Assessment and Accreditation Updates by Kaitlyn Mittan *(February 8, 2023)*
- Presentation on Academic Planning Process by Helen Chen *(February 8, 2023)*
- Presentation on Integration of Cambridge University Press textbook access by Darby Orcutt *(February 22, 2023)*

SUMMARY OF RECOMMENDATIONS:

- **New XONV member -** In order to increase connections with the Provost's Office, members discussed and supported a request to add a non-voting role for the Office of the Executive Vice Chancellor and Provost. This seat is filled by Helen Chen. [Memo]

SUMMARY OF DISCUSSION ITEMS AND ACTIVITIES

- **Syllabus Boilerplate Information:** The College of Engineering brought up the desire to examine the consolidation of information that is shared among all colleges and that is required by the Syllabus Regulation. Members shared the work of the UCCC Syllabus Boilerplate Committee from the 2020-2021 academic year, which showed that the amount of information held in this category was extremely small. Most "shared" information is a` shared question for which colleges, departments, and individual faculty must answer (such as number of attendances and/or late work policy).

- **Ranges in Student Evaluation Methods:** A continuous suggestion throughout the year (*examples from September 21, 2022, April 19, 2023*) was that faculty included ranges in their student evaluation methods in their CIM for Courses records. As the course record, ranges both meet the need for a central point of information while also providing different faculty the opportunity to use different evaluation methods to enable students to illustrate master of the outcomes in the same course. As not all courses are shared, and faculty are primarily responsible for their course records, this remained a suggestion. Discussion also arose regarding the level of ranges acceptable in this field - having a number of fields from 0-100% would be quite wide and could result in students entire grades hinging on a single evaluation method. From the UCCC discussion, OUCCAS wrote up a best practice for the use of this field and [put it on their website].

- **Student Evaluation Methods:** The necessity of listing student evaluation method ranges or numbers arose as well. Members discussed that, at the University level, showing the relative weight of student evaluation methods factors into discussions of the course as a whole. If a course is high-level (400), it may place more weight on projects while lower-level courses may emphasize quizzes and exams. Showing these relative weights can also help differentiate courses that may

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seem to have overlap. The requirement to list and review student evaluation methods in the CIM Courses record comes from within the university, though it is not an established PRR, but specialized accreditors do sometimes require this information, and discussions about student evaluation methods is referenced in the NCSU narratives for SACSCOC accreditation. *(September 7, 2022)*

- **Clarifying CIM Courses Field Expectations:Weeks/Time Ranges and Points/Percentage Weights in CIM:** In order for UCCC to review actions more easily, they expressed a preference for the use of percentage weights in the Student Evaluation Methods field (rather than a points system). They also continued to suggest the use of ranges in both this field and in the topic outline field per the "Ranges in Student Evaluation Methods" note above. *(October 19, 2022)*

  Similarly, members confirmed the expectation that while 15 weeks + exam time should be used for the calculation of contact/credit ratios, a full 16-week schedule (undated) should be included in the Topic Outline field of CIM for Courses. In addition, in the topic outline and other areas, the weeks must add up to 16 weeks, as assignments are considered to be in process during breaks/exams and courses may have exams and/or end of term projects. *(February 22, 2023)*

- **Attendance and Participation:** The Interim Head for the Department of Health and Exercise Studies brought the question to UCCC regarding how attendance and participation are graded and accounted for in syllabi and CIM Courses records. In the following discussion, members agreed that adherence to the syllabus regulation and clarity of how students will be assessed was important. Discussion also included the fact that attendance and participation are defined differently - attendance is based on physical presence in the classroom (or online) and participation is work done in class. The committee confirmed that courses generally either use attendance or participation. They also discussed the benefits of and encouraged the examination for what attendance or participation was getting at -- what it was assessing and how. For example, the representative from HES suggested that in-class assignments could count toward attendance and/or participation, pop quizzes being graded in class so students turn in the correct answers and get credit for attending the class and paying attention. The representative also indicated rubrics outlining expectations for participation such as exemplified in FOR 406. *(January 11, 2023)*

- **Certificates vs Minors:** With the creation of new minors and certificates moving through UCCC, members asked how programs decided which to propose. Currently, programs often choose based on the number of courses they want to include and their desired demographic. The basic definitions of certificate and minors do differ:
  - **Certificates:** Require a minimum of 12 credit hours, require review and approval at steps beyond UCCC and the Provost's Designee, and can be pursued by both degree-seeking and non-degree-seeking students.
  - **Minors:** Require a minimum of 15 credit hours, only require review and approval to the Provost Designee level, and are only available to degree-seeking students.
  Members also discussed the existence of non-academic certificates and the possible difficulty for students seeking to use financial aid should they pursue a certificate. This resulted in some OUCCAS outreach and research regarding financial aid operations, SACSCOC and UNC System expectations, and career perspectives *(March 22, 2023)*. This resulted in the following findings shared with UCCC *(April 5, 2023)*:
    - Federal financial aid is largely not applicable to undergraduate certificates - most students tend to overlap certificates with a minor or major and that, combined with the full-time federal financial aid structure, helps students get those certificates.

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- The federal requirements for financial aid to pay for undergraduate certificates would require proof that the certificate could result in employment/promotion independent of a degree students need to take a year of "full time" work which would conservatively require certificates to list 24 hours for undergraduate students
- NCSU would need to change how non-degree-seeking certificate students are processed and listed in SIS (they are listed currently as NDS)
- Certificates and minors are looked at similarly by employers - the focus is on how these non-degree credentials flesh out their degree programs.
- Certificates vs minors may be more available or common in certain fields. Sometimes, certificates are offered as specific skillsets and minors as "mini-majors" with broader focus, but that's not always the case

A new comparison chart has been developed and added to the OUCCAS page under "New Curricula" both under "Certificates" and under "Minors"

- **Google Doc Usage:** In Spring 2023, OUCCAS moved to providing google doc links for agendas and minutes. This enabled viewers to all share the same, up-to-date document, to see when changes were last made, and to quickly and easily make minutes corrections where needed. These links are downloaded to PDF or word documents and re-uploaded at the end of the year to provide a static snapshot for archiving.

- **Meeting Deadline, Structure, Frequency Cost/Benefit Analysis:** In Spring 2023, OUCCAS underwent its External Program Review, which included a session for UCCC and CUE members (both voting and non-voting) to share feedback with the team. One of the recommendations of the review team after its sessions was to perform a cost-benefit analysis of the number and scheduling of committee meetings and deadlines with the possibility of moving to less frequent meetings in less busy times and also simplifying the deadline structure. OUCCAS has begun this analysis, discussed it with College Liaisons and some Assistant/Associate Deans of Academic Affairs, and with the Chair and Chair Elect, and brought initial questions to UCCC on April 19, 2023. Members supported shifting the meeting time to fit within a university campus time period starting in Fall 2023 - beginning in Fall 2023, UCCC meetings will be scheduled 1:15pm-2:45pm. The practice of moving actions to future agendas if the agenda is light and will not affect student enrollment (per the guidance of the Chair) will be brought back into consideration. Additionally, OUCCAS will present some possible meeting date schema to UCCC and CUE in the Fall to discuss whether a lighter meeting schedule is even possible and will continue the conversation with a plan to sufficiently future-date any changes in order to work with college and department date-setting.

- **Collaborative Suggested Practices Document:** From the suggestion of the CUE Chair-Elect, OUCCAS opened up two "Suggested Practices" document, which will serve as an in-progress, collaborative catch-all for questions, issues, and discussions about suggestions and requirements. This document is shared among all current CUE and UCCC members to add information throughout the 2023-2024 year. OUCCAS will go behind and add context and links to requirements or past precedence if they exist. At the end of the year, these documents will be formatted and split off for publication on the OUCCAS website and in a shareable format for proposing faculty, departments, colleges, and current and future UCCC and CUE members to reference. This document should enable greater clarity in expectation versus requirement and provide greater context and foundation for future discussions.

- **Courses Using "Ungrading" Schema:** In this academic year, UCCC approved the first officially-recorded course using the "Ungraded" grading method (one which includes regular work and check-ins with a final letter grade assigned based on improvement and the final product created over the duration of the course. (rather than using individually-weighted assignments).

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To set a precedent of how these courses should be listed in CIM for Courses, the instructor should provide the assessment in the additional information section and select the "Ungraded" evaluation method for the course. During the conversation, to set a precedent for future courses, the committee members suggested including a range in the additional comments to add flexibility, such as 'may be used', to future proof the course. *(April 5, 2023)*