NC STATE UNIVERSITY	**Office of Undergraduate Courses, Curricula, and Academic Standards** University College - Division of Academic and Student Affairs Oucc.dasa.ncsu.edu courses-curricula@ncsu.edu	Campus Box 7105 211A Park Shops Raleigh, NC 27695 P: 919.515.5627

ANNUAL REPORT
University Standing Committee: University Courses and Curricula Committee
Academic Year Covered by Report: 2024-2025
Date Report Submitted: May 30th, 2025
Report Submitted on Behalf Of: Jonathan Duggins
Number of Times Committee Met: 15 out of 15 Scheduled Meeting Times.
Link to Minutes: 2024-2025 UCCC Minutes

SUMMARY OF DISCUSSION ITEMS/ACTIVITIES OF COMMITTEE
The University Courses and Curricula Committee (UCCC) met via Zoom fourteen (14) times, and in person once (1) during the 2024-25 academic year for a total of fifteen (15) meetings.

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).
    - This year the College of Textiles did not have a representative available.
- 1 voting member each representing University Libraries, Faculty Senate, and representing Academies.
- 1 voting student members each representing Student Senate, Undergraduate, and Graduate levels
    - This year the Student Senate did not have a representative available.
- Ex-officio, non-voting members from Global Engagement, Office of Assessment and Accreditation, Registration and Records, Office of Instructional Programs, Office of the Executive Vice Chancellor and Provost, and DASA.

The membership and its quorum (minimum of 11 voting members) worked diligently each meeting period. In the **2024-25** academic year, a total of **251** course actions as well as **143** curricula actions went through UCCC for review. **620** Administrative Saves were also made during the academic year. **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 2024-2025
New Courses	10+2+4+4+4+5+21+3+4+4+10+4=**75**
Revised Courses	12+1+15+7+16+13+15+17+8+4+21+2+15+12=**158**
Dropped Courses	2+3+8+2+3=**18**

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New Curricula	4 Minors + 3 Certificates + 29 Concentrations + 4 First Year Programs + 1 Org Codes =**41**
Revised Curricula	26 Minors + 63 Concentrations + 1 Non-Degree + 3 Certificates + 2 Majors + 3 Associates Degrees + 2 Shared Lists =**100**
Discontinuations	2 Minors=**2**
Total Number of Actions	251 Course Actions + 143 Curriculum Actions = **394**
Admin Saves	GEP Elective/FAD changes in current and future catalogs = 524 + 96 individual actions = **620**

Other business included:

- Zachary Lewis was elected as Chair for the 2024-2025 school year. *(September 18th, 2024)*
- Quorum was established at 11 members. *(August 21, 2024)*
- Reestablished the Zoom standards for voting yes/no/abstain using the vote in participants' tab. *(August 21, 2024)*
- A brief training on the committee's charge and expectations was provided for the first meeting of the academic year. *(August 21, 2024)*
- Presentation from Assessment's Kaitlyn Mittan about measurable outcomes. *(August 21, 2024)*
- 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.
- Presentation by Kaitlyn Mittan on institutional policy development for complying with recent revisions to UNC System Policy 400.1. *(September 18, 2024)*
- Presentation by Pierre Gremaud and Jamie Digesare regarding definition and expectations for dual-level coursework *(September 4, 2024)*

SUMMARY OF RECOMMENDATIONS:

- **GEP (General Education Program) only Process Change** UCCC will no longer review proposals that are solely GEP changes, these will only go to CUE. This follows the purview of each committee and shortens the workflow. Unanimously approved.

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(October 30, 2024)

- **Should special topics courses be allowed to have course prerequisites?**
  (February 5, 2025) Traditionally, such courses avoid prerequisites beyond those listed in the university catalog to maintain flexibility and avoid creating "permanent" special topics courses without formal approval. About 25 special topics sections currently use class-level requisites, mostly within the same department. Including prerequisites could better ensure students are prepared, reducing mismatches between student skill levels and course demands. Some special topics courses are integral to degree audits, supporting the need for specific requisites. The proposal to allow special topics classes to use course requisites as long as they share the same prefix and/or the requirement is already on the degree audit for an affected program. Unanimously approved *(February 19, 2025)*

SUMMARY OF DISCUSSION ITEMS AND ACTIVITIES

- **Consultation Guidelines** *(October 16, 2024)* The committee discussed the definition of what a consultation is, the role of associate or assistant deans in the process, how records of consultations could show up in CIM, and what role a UCCC member has in the process. As in past meetings, members confirmed that the practice when consultation is called for at UCCC is to approve the action pending that consultation, barring any other significant updates or problematic result of said consultation that would bring the action back to UCCC. They also confirmed that all consultations should be completed within the college prior to the action's review at UCCC.

- **Data Science Academy** *(October 16, 2024)* The Data Science Academy (DSA) was asked if they intended to transition to a department. Levy clarified that DSA does not intend to become a department. Instead, its mission is to collaborate across departments and colleges, serving the entire university and guiding students toward departmental offerings and credit-bearing courses. Although there's potential for administrative change, DSA has been assured that its subject matter aligns with NC State's Strategic Plan and remains important to students. To ensure long-term sustainability, plans are in place to distribute DSA courses across multiple colleges if needed.

- **FAD** *(September 4, 2024)* The Foundations of American Democracy outcomes were presented as they will be a part of curriculum actions as a GEP option moving forward. Discussion was opened for general feedback before being implemented based on the CUE decision.

- **Student Evaluation Method Ranges** *(September 18, 2024)* The committee discussed ranges in the student evaluation methods needing to exceed 100% in order to allow flexibility for individual offerings. While ranges are not required, courses with ranges only adding to 100% do not leave flexibility intended by the ranges. An example was provided in the course action FS 331, the range minimums in the course added to 100%, meaning anything above the minimum would exceed 100% leaving the minimums as the only options.

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- **Checklists and updated resources presented to UCCC** (*January 22, 2025*)
  OUCCAS presented an array of checklist training based on user feedback and directed the members to the [website link](#) where they can be found.

- **Definition and naming of UG certificates** (*February 19, 2025*)
  Helen Chen visited UCCC and sought to gauge interest in microcredentials and/or redefining undergraduate certificates to allow for a smaller number of credits to result in a certificate. The committee communicated the following key concerns:
  - Credential Value and Oversight - Worries about the corporatization and potential over-credentialing in higher education. As well as skepticism around whether accumulating multiple credentials truly reflects verifiable skill development. And concern that a focus on credentials could narrow the broader educational goals of higher education.
  - Financial Aid Implications - Uncertainty about how credentials affect financial aid eligibility. It was clarified that if credential-related courses double-count toward degree electives, they do count for financial aid.
  - Audience and Purpose - Certificates and micro-credentials may serve non-traditional students (e.g., those not seeking a full degree or returning to skill-build). There was an emphasis on the need for clarity of audience and purpose in credential design and policy.
  - Impact on Existing Programs - Questions arose about the effect of new credential policies on existing post-baccalaureate certificates, like those in Computer Science. OUCCAS emphasized the intention is to broaden, not restrict, current offerings.
  - General Education (GEP) Concerns - Some worried that credentials focusing on specific skills could bypass GEP requirements, pushing the university model closer to trade-school training and diluting the holistic goals of a full degree.

- **New CIM for Courses form and CourseLeaf (CL) 10 updates presented**
  (*October 30, 2024*) OUCCAS presented the goals, feedback received, and updates expected for the CIM for Courses refresh project, which moves the software used for review into the new CL 10 architecture and a refresh of the CIM for Courses Form.. Key features include single-link access and improved dashboards for a better user experience in CL 10 and a major reordering and relabeling of existing fields in the CIM Courses form to more clearly communicate context and implication for end users. Early implementation is expected in Summer 2025.