DISCOVERING WHAT
NIU GRADUATES SHOULD KNOW, VALUE, AND BE ABLE TO DO

Proposed baccalaureate goals
NIU Baccalaureate Review Task Force
September 2009

OVERVIEW

• What prompted the baccalaureate review?
• What did the task force do?
• What did people say?
**Need for Curriculum Review**

NIU’s Strategic Planning Initiative identified the need for undergraduate curriculum review.

**Baccalaureate Goals**

Baccalaureate goals should drive the undergraduate curriculum, especially general education.
Support for Baccalaureate Goals

Baccalaureate goals

- Major/Disciplinary Concentration
- General Education
- Co-curricular Activities

NIU
Northern Illinois University

Task Force Membership
Includes over 40 students, faculty, staff, and administrators.

Baccalaureate Review Task Force Membership

College of Business
- Else Fredericks*  
- Rebecca Sheeridge
College of Education
- Allan Clemans  
- Jeffrey Haith  
- Lucy Towndson*  
- Mary Veen/Schulke
College of Engineering & Engineering Technology
- Brian Callen  
- Omer Ghayeb*  
- Earl Hansen  
- Donald Zinger

College of Health & Human Sciences
- M.J. Blessing  
- Geng Tang* (Co-Chair)  
- Mary Pritchard  
- Josephine Limon

College of Liberal Arts & Sciences
- David Ballentine  
- Anna Bichard  
- Dave Changnon*  
- David Garmien  
- Joyce Harlait  
- Joe Schmidt  
- Linda Tors  
- Paul Sheddard

College of Visual & Performing Arts
- Stancen Bell  
- Glenn Cassarza  
- Kenny Freidman  
- Ed Kwakoski  
- Jeff Kowalaske

Administrators & Support Staff
- F. Michelle Brinser*  
- James Brunson  
- Jim Cammors*  
- Paul Crawford  
- Carolinda Douglas*  
- Samantha M. Feller  
- Barbara Fouts*  
- Wendell Johnson  
- Nancy Kozinski  
- Murli Krishnamurthi*  
- Margie Myles  
- Deb Pierce  
- Pamela Rosenberg  
- Earl “Gip” Seaver* (Co-Chair)  
- Donna Smith

Students
- Robert Sherby*  
- Daniel Notfortsch*  
* = Steering committee member
Task Force Objectives...

- **Process**—thorough and inclusive
- **Outcome**—propose baccalaureate goals

Feedback Sought from...

- Students
- Faculty
- Staff
- Employers
- Administrators
- Centers and Commissions
- Parents
- Community colleges
Focus Groups

Online survey
**The Three Cs**

- **Critical Thinking**
- **Communication**
- **Context**

**Critical Thinking**

**Most cited goal**

**Literacy**
- Value reading and understand high-level content
- Write clearly
- Pursue lifelong learning

**Reflectivity**
- Demonstrate personal awareness
- View learning as an ongoing cycle
- Reflect on and apply new-found knowledge

**Information skills**
- Find and evaluate information
- Make logical arguments
- Use reasoned thought and learning (scientific method)
Communication

Technology
• Master basic computer applications
• Use technology to facilitate communication

Language
• Master written English
• Speak clearly and professionally
• Communicate across cultural boundaries

Collaboration
• Work well with others
• Listen attentively
• Conduct meaningful exchanges

Context

Historical Context
• Use history to understand the present
• Know current events (considered in a historical context)
• Understand major social systems (economic, social, political)

Global Context
• Recognize interconnections among countries and other members of the global community
• Understand the United States’ roles in the world
• Respect multiple perspectives

Social Context
• Contribute to society
• Demonstrate individual responsibility and initiative
• Seek diverse experiences and appreciate differences
Future Directions

• Refine the goals
• Begin to...
  – Develop measurable goals and objectives
  – Identify potential assessment strategies
  – Discuss relationship to general education program