UNIVERSITY COUNCIL AGENDA  
Wednesday, November 5, 2014, 3 p.m.  
Holmes Student Center Sky Room  

I. CALL TO ORDER

II. ADOPTION OF THE AGENDA

III. APPROVAL OF THE MINUTES OF THE OCTOBER 8, 2014 MEETING

IV. PRESIDENT’S ANNOUNCEMENTS
   A. NIU PLUS – Progressive Learning in Undergraduate Studies – presentation – Pages 3-45

V. CONSENT AGENDA

VI. REPORTS FROM COUNCILS, BOARDS AND STANDING COMMITTEES
   A. FAC to IBHE – Sonya Armstrong; Paul Stoddard, alternate – report – Page 46
   B. BOT Academic Affairs, Student Affairs and Personnel Committee – Dan Gebo and William Pitney – no report
   C. BOT Finance, Facilities, and Operations Committee – Jay Monteiro and Rebecca Shortridge – no report
   D. BOT Legislative Affairs, Research and Innovation Committee – Deborah Haliczer and Dan Gebo – no report
   E. BOT Compliance, Audit, Risk Management and Legal Affairs Committee – Deborah Haliczer and Greg Waas – no report
   F. BOT – William Pitney and Greg Waas – no report
   G. Academic Policy Committee – Virginia Naples, Chair – no report
   H. Resources, Space and Budget Committee – Ibrahim Abdel-Motaleb, Chair – report – Page 47
   I. Rules and Governance Committee – Jana Brubaker, Chair – no report
   J. University Affairs Committee – Greg Long, Chair – no report
   K. Student Association – Joe Frascello, President – report
L. Operating Staff Council – Jay Monteiro, President – report – Pages 48-49

M. Supportive Professional Staff Council – Deborah Haliczer, President – report – Page 50

N. University Benefits Committee – Brian Mackie, FS Liaison to UBC – report – Page 51

O. Elections and Legislative Oversight Committee – Mary Beth Henning, Chair – no report

VII. UNFINISHED BUSINESS

A. Committee on Multicultural Curriculum Transformation – Proposed revisions to committee composition, NIU Bylaws Article 15.9.1 – SECOND READING – ACTION ITEM – Page 52

B. University Assessment Panel – Proposed revisions to committee composition, NIU Bylaws Article 15.8.1 – SECOND READING – ACTION ITEM – Page 53

VIII. NEW BUSINESS

IX. COMMENTS AND QUESTIONS FROM THE FLOOR

X. INFORMATION ITEMS

A. Annual Report, Athletic Board
B. Minutes, Academic Planning Council
C. Minutes, Admissions Policies and Academic Standards Committee
D. Minutes, Athletic Board
E. Minutes, Campus Security and Environmental Quality Committee
F. Minutes, Committee on Advanced Professional Certification in Education
G. Minutes, Committee on the Improvement of Undergraduate Education
H. Minutes, Committee on Initial Teacher Certification
I. Minutes, Committee on the Undergraduate Academic Experience
J. Minutes, Committee on the Undergraduate Curriculum
K. Minutes, General Education Committee
L. Minutes, Honors Committee
M. Minutes, Operating Staff Council
N. Minutes, Supportive Professional Staff Council
O. Minutes, Undergraduate Coordinating Council
P. Minutes, University Assessment Panel
Q. Minutes, University Benefits Committee

XI. ADJOURNMENT
Attracting New Students
1. The added-value of the Progressive Learning in Undergraduate Studies (PLUS) undergraduate curriculum holds the potential to draw new students to NIU and thereby address NIU’s enrollment, retention, and graduation rates.

2. The yearly PLUS expenditures would be offset by attracting 70 new students who would contribute to tuition and housing revenue, AND/OR by the new revenue generated from the increase in one-credit sections of UNIV 101 and UNIV 201 and the new course UNIV 301.

3. These 70 new students represent only 0.3% of the approximately 2500 students admitted to NIU but who instead choose to attend other institutions.

Signature NIU Program
4. Based upon comparisons of undergraduate curricula nation-wide, PLUS uniquely combines traditional liberal studies, bold cutting-edge thematic pathways, and high impact practices to create a dynamic, 21st century baccalaureate model.

5. PLUS offers a flexible, integrated baccalaureate experience that makes general education more relevant to major studies, enhances writing across the curriculum, and provides a mechanism to document co-curricular achievements on student transcripts.

6. PLUS elevates the role of the writing center and its resources so that it may provide robust support for PLUS enhanced writing and adequate assistance for students, staff, and faculty across the university.

7. Student responses in surveys, focus groups, and questionnaires overwhelmingly support the implementation of the PLUS general education pathways focus and minor, enhanced writing opportunities, and the transcript documentation of co-curricular achievements.

8. Community college visits indicates that PLUS would set NIU apart from other Illinois four-year institutions and be attractive to and flexible for students to easily transfer.

9. PLUS was presented at the 2014 American General and Liberal Studies conference in Atlanta. In additional to comments at the conference such as “very impressive,” “brilliant,” and “timely,” the AGLS Executive Council noted that “PLUS is on the top of our list” for inclusion on its new website that will “tell the story of emerging and in-progress GE programs.”

Community Momentum
10. PLUS represents the culmination of a seven-year initiative to reform NIU’s baccalaureate experience (from the 2007 strategic plan to the development of the final PLUS program in 2014).

11. PLUS grew out of careful deliberation of over 3500 pieces of feedback from students, faculty, administrators, employers, parents, alumni, and community college partners.

12. Campus momentum in anticipation for PLUS implementation is growing daily; faculty, colleges, schools, and departments are actively revising their current curricula to contribute to the forthcoming PLUS program.
PLUS Task Force Addendum to the Provost Report 10/24/2014

The PLUS Task Force received input from more than 2200 students, faculty, staff and administrators. The task force also received over 30 written responses regarding the Progressive Learning in Undergraduate Studies (PLUS) draft report of 09.25.2014, as well as valuable verbal feedback at 10 public or departmental forums across campus. We appreciate the effort and thoughtfulness of all the comments we have received and have worked hard to consider them each in detail.

Through surveys and focus groups and in-person meetings, the task force identified five key issues that had broad-based support across all constituent groups:

- Greater curricular flexibility, including increasing general education course offerings;
- Reducing the minimum number of required general education courses from 13 to 11;
- Increased focus on writing skills throughout the baccalaureate;
- Greater relevance of general education courses to the major area studies; and
- Infusion of engaged learning practices throughout the baccalaureate curriculum.

These five issues guided the construction of the PLUS baccalaureate model at all stages of the reform process and continue to influence decisions regarding both the final curriculum design and the implementation process.

Since the public dissemination of the PLUS model on 9/25/2014, the task force has received a number of positive and worthwhile suggestions for inclusion in the current model, and wishes to address multiple comments along the following themes:

- implementation;
- a restatement of science literacy goals and a requirement for a science laboratory experience;
- a three-credit diversity course requirement;
- an engaged learning requirement;
- the proposed second-year writing requirement;
- information literacy as first-year experience;
- a waiver of the first year experience for advanced students;
- a foreign language endorsement by the task force; and
- the compatibility of Pathway minors and traditional minors.

Following is the task force’s explanation of its decision concerning each of the above proposed revisions to the PLUS baccalaureate curriculum.

Implementation

The task force received considerable feedback regarding the implementation of various facets of the PLUS components. While the PLUS Task Force is simply advisory and will not oversee implementation, we acknowledge the concerns shared by our colleagues about the many nuances of curricular change. All comments will be passed on to the Provost’s Office who will oversee the formation of an implementation team once any or all of the PLUS recommendations are approved and accepted as changes in the undergraduate catalog.
Science Literacy and a Science Laboratory Requirement

On 10.10.2014 the PLUS Task Force received a letter from five science department chairs in the College of Liberal Arts and Sciences in which they argue for a general education science literacy and laboratory course requirement. On 10.10.2014 the task force received a letter from the Associate Dean of the College of Liberal Arts and Sciences expressing similar concerns.

The task force agrees that scientific literacy is key to a well-rounded education. The task force also agrees that experiential learning can enhance students’ understanding of the scientific method and science literacy.

In response to the call by the science chairs to highlight the importance of science literacy, the task force rewrote the description of the Nature & Technology knowledge domain to strengthen the role science plays in general education:

Courses in Nature & Technology will develop a student’s understanding of the role of science, technology, engineering, and mathematics and their relevance to societal issues. This domain encompasses human activities through which we observe, measure, model, and interpret the natural world and physical universe. Courses will explore the process of scientific discovery and how the resulting knowledge is applied to understand technological and societal change. Students will: (1) be able to articulate society’s connections to, and responsibility towards, the natural world; and (2) learn to apply the scientific method, including assessing empirical data, investigating the predictions of existing theories, and developing experimentally testable hypotheses.

While the task force recognizes the importance of science literacy, it also recognizes the importance of art literacy, information literacy, and technological literacy. Each of these areas could legitimately request a general education requirement. However, including a requirement in each of these areas would lessen flexibility and increase the overall credit burden of the general education program. As a result, the task force has chosen to include none of these requirements in its final recommendations.

The task force reached a similar conclusion regarding a science laboratory requirement. While it values experiential learning in any form, an equally legitimate claim exists to require an art studio, theater/dance studio, clinical practice, or other practicums in a wide range of disciplines. As a result, the task force has chosen to propose to include none of these requirements in its final recommendations. The task force encourages instructors of STEM courses to include experiential learning activities within all their courses and to seek recognition of these experiences as high impact practices.

A Diversity Knowledge Domain

On 10.08.2014 the PLUS Task Force received a letter from power & social justice faculty members in which they argue for a three-credit hour diversity requirement. On 10.10.2014 the PLUS Task Force also received a letter from the Directors of Programs with interdisciplinary minors in which they argue for a three-credit hour diversity requirement and raised concerns regarding the proposed Pathways minor.

The task force recognizes the importance and pervasiveness of diversity issues in contemporary society. It also notes the existing mechanisms and programs at NIU designed to raise awareness of diversity
issues, including the Multicultural Curriculum Transformation Institute as well as other programs and activities designed to promote awareness and appreciation of the university’s diverse community (see [http://www.niu.edu/diversity/resources/index.shtml](http://www.niu.edu/diversity/resources/index.shtml)). Additionally, the task force recognizes that diversity issues are prominent in a broad range of fields such as allied health, the arts, black studies, business, education, gender and sexuality studies, the humanities, Latino and Latin American studies, the social sciences, southeast Asian studies, and women studies.

The proposed PLUS curriculum augments opportunities to increase diversity awareness through the following:

- a revised Baccalaureate goal/mission statement –

  *The baccalaureate experience at Northern Illinois University challenges students to think critically, create, and communicate by participating in a progressive, engaged learning environment. Major area studies, general education, and co-curricular experiences prepare students to become productive members of a culturally and globally diverse society, and lifelong learners ready to meet the challenges of a dynamic career;*

- the Intercultural Competencies baccalaureate student learning outcome –

  *exhibit intercultural competencies with people of diverse backgrounds and perspectives;*

- the Global Interconnections baccalaureate student learning outcome –

  *integrate knowledge of global interconnections and interdependencies. *

- the Collaboration baccalaureate student learning outcome –

  *collaborate with others to achieve specific goals;*

- the broad and inclusive titles and descriptions of the knowledge domains; and

- the thematic Pathways.

The members of the PLUS task force recognize the value of a curriculum that prepares students for success in global community and that enables students to collaborate and to communicate across communities that are diverse in terms of culture, race, ethnicity, gender, sexual orientation, class, disability, and religion. However, the task force unanimously concludes that adding a three-credit diversity requirement would only partially address the need to explore and respect the experiences of people from diverse backgrounds. There is also a shared concern that a three-credit requirement may limit rather than enhance students’ academic inquiry, analysis, and understanding of issues around diversity. In addition, the three-credit diversity requirement would also reduce curricular flexibility by removing the general education elective.
The task force believes that PLUS represents an excellent framework for addressing diversity issues, and that PLUS will provide rich opportunities for students and faculty to develop skills and concepts related to intercultural communication, cultural competence, and social justice. As a result, the task force has chosen to not include an explicit diversity course requirement in the final recommendations.

**An Engaged Learning Requirement**

Faculty and students rated engaged and experiential learning as one of the most important proposed changes to the existing baccalaureate curriculum. Additionally, the task force considered a suggestion to include an engaged learning graduation requirement. In response, the task force made engaged learning an integral practice as part of the following required components: the first-year experience course, general education foundational studies courses, general education Pathways courses, and the career success course. Because engaged learning is required in numerous courses throughout the PLUS curriculum, the task force has chosen to not include an engaged learning requirement in the final recommendations.

**Second-year writing**

On 10.06.2014 the PLUS Task Force received a letter from the Department of English expressing their concern over the alteration of the existing general education writing composition sequence (ENGL 103/ENGL 104). On 10.10.2014 the task force received a letter from the Associate Dean of the College of Liberal Arts and Sciences expressing similar concerns.

The task force acknowledges that the ENGL 103/ENGL 104 sequence, which is offered in the freshman year, represents an existing strength of our general education program that is recognized nationally. The task force concurs with the Department of English that offering English 104 in the first semester of the sophomore year rather than the second-semester of the freshman year would have a negative impact on student success, eroding the continuity and pedagogical efficacy of having consecutive semesters of writing.

The task force has chosen to retitle the proposed writing in the domains course from second-year to 200-level so that it may still be offered in consecutive semesters. The task force recommends that ENGL 104 be converted into a set of 200-level “writing in the domains” courses. This change does not decrease flexibility nor increase the overall credit burden of the general education program.

**Information Literacy, First Year Experience, and Advanced Students**

On 10.06.2014 the PLUS Task Force received a letter from the Library faculty suggesting that UNIV 105 serve an alternative first-year experience offering (in addition to UNIV 101/201). The task force also received numerous comments regarding the negative impact a mandatory first-year experience would have for certain transfer students.

1 The AACU identifies the follows as high impact practices: First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Undergraduate Research, Diversity/Global Learning, Collaborative Assignments and Projects, Service Learning and Community-Based Learning, Internships, Capstone Courses and Projects.
The task force concurs with the Library faculty that information literacy represents an important skill emphasis. The task force also acknowledges that a mandatory requirement for a first-year experience may prove problematic for degree completion students (those entering with previous A.S. or A.A. degrees).

The task force has chosen to add UNIV 105 to the list of possible first-year experience course offerings. This change does not decrease flexibility nor increase the overall credit burden of the general education program. The task force has also chosen to add the following language in its final recommendations:

A policy shall be developed to waive the first-year experience requirement for those students in degree completion programs or who enter with a certain minimum amount of credit hours.

Foreign Languages

The PLUS Task Force received a number of comments seeking to clarify the role that foreign languages might play in general education.

The task force recognizes the importance of foreign language skills in general education and contemporary society. It also wishes to clarify that Illinois Articulation Agreement codes for fourth-semester foreign language courses currently exist, and that such courses at NIU may be easily added to our general education program as it currently stands, and therefore may participate in any designed general education Pathway.

The Compatibility of Pathway Minors and Traditional Minors

The PLUS Task Force received a number of comments regarding the compatibility of Pathway minors and traditional minors, and wishes to clarify the function and student value for this minor to the recommended general education program.

Students have the option to organize their required general education courses into a Pathway focus or minor. Earning a Pathway focus or minor creates no additional course requirements to complete their general education program. Therefore, students may simultaneously pursue a Pathway minor and a traditional minor without any additional credit load.

Pathway minors have the potential to augment the breadth and depth of knowledge that students achieve in major areas of study and traditional/interdisciplinary minors by allowing them to explore cross-disciplinary perspectives on themes related to, but outside of, majors and minors. Pathway minors may also help to direct students into traditional/interdisciplinary minors and majors.

Pathway minors complement traditional/interdisciplinary minors; no existing minor will be required to change to a Pathway minor. Any approved general education course is invited to participate in a Pathway, but no existing general education course will be required to participate in a Pathway at this time. Only new general education courses will be required to participate in a Pathway.

The task force has proposed the following language in its final recommendations:
• The required minimum of 21 semester hours in Knowledge Domain studies cannot include more than two courses in any one department. (A course with an affiliated laboratory experience shall be counted as single course.)
• A maximum of two approved general education courses in the student’s major department may be used to fulfill general education or Pathway minor requirements.
• Any general education Pathway course that counts towards a minor may also count towards a Pathway minor.

These requirements assure exposure to multiple disciplines, and create additional curricular flexibility in the baccalaureate program. Individual departments may not impose additional restrictions on the courses that their majors may apply to general education.

Finally, the task force would also highlight the perceived value of the Pathway minor for students. In our student focus groups, the Pathway minor was one of the most attractive features of the PLUS model, and participation rates in the Chico State Pathways minor (a program the PLUS task force has been closely monitoring) are promising so far. Although speculative at this point, this feature may help NIU to attract more native freshman and to help students see the relevance of general education.
Progressive Learning in Undergraduate Studies

A Report to the Provost
# PLUS Task Force Members

## Task Force Chair

**Dr. Michael Kolb**

Professor of Anthropology and Associate Vice Provost

## Members

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Preface

The PLUS Task Force is pleased to present a draft report of Progressing Learning in Undergraduate Studies for public comment. This report describes an enhanced program of Baccalaureate studies at Northern Illinois University—one of advancement and distinction that will help set NIU apart as a twenty-first century institution of higher education.

Beginning with the Provost’s charter in January 2013, the PLUS Task Force has spent 21 months exploring pedagogical aims, instructional quality, and curricular practices that integrate major studies, general education, and high impact practices.

The Task Force has steadfastly reached out to students, faculty, administrators, alumni, and community college partners, in order to discover our best institutional practices and develop a shared purpose for the future. We have worked hard to set ourselves above the specific interests of individual faculty, departments, and disciplines.

We have had the opportunity to observe and collaborate with a number of ongoing NIU initiatives in Baccalaureate teaching and learning. We believe that NIU is making great progress in revitalizing the undergraduate experience. We have undertaken our work in a spirit of partnership with these parallel enterprises, and we hope that this proposal brings all of this good work into proper focus.

We have also worked towards transforming the menu-driven sprawl of our general education breadth requirements into a flexible and sustainable program that accommodates both native and transfer students, and infusing meaning into a curriculum that students describe as “disconnected” and “pointless.”

While still acknowledging NIU’s commitment to the Illinois Articulation Initiative, our philosophy has instead focused on creating structured “pathways” of interdisciplinary course bundles that are centered upon timely intellectual issues, pathways that culminate in an earned general education PLUS minor and segue into the major areas of study. We believe that the purpose of general education is not to attract students into a discipline, but rather infuse disciplines into the lives of students.

The sum of this work is an integrated Baccalaureate program that offers a blend of academic, critical-thinking, and technical skills so that students are flexible and nimble enough to be able to thrive in a twenty-first century economy where many future jobs have not even been created yet. It is critical that NIU graduates depart as lifelong learners—prepared as citizens for both the challenges and the marvels of the future.

Michael Kolb, Chair
September 23, 2014
Executive Summary

Progressive Learning in Undergraduate Studies (PLUS) at NIU comprises a course curriculum and academic experiences that together create an integrated learning environment, connect students to their peers across campus, and encourage cross-disciplinary thinking and intellectual advancement. The specific curricular objectives of PLUS are to: (1) operationalize the baccalaureate goals and student learning outcomes (SLOs); (2) increase student participation in the high impact practices of intensive writing, collaborative learning, first-year experience, and engagement activities; and (3) revise the general education program to make it more attractive and relevant to students, improve cross-disciplinary integration and increase curricular flexibility.

The adoption of six high impact practices is recommended for enhancing the baccalaureate program:

1. A new requirement of two upper-division courses (a minimum of six credit hours) officially certified as being “writing-infused,” taken either in the general education program or in the major studies.
2. One lower-division “first-year experience” course (UNIV 101/201, one credit hour) that should be taken in the first semester at NIU.
3. Transcript documentation of tagged engaged experiences categorized as either:
   a. A credit-bearing course that is certified as having an engaged learning component; or
   b. A co-curricular engaged learning experience (captured as a zero-credit-hour course).
4. One upper-division “career success” course (one credit hour) to be taken near degree completion.
5. The infusion of collaborative learning opportunities throughout the baccalaureate program.
6. The adoption of ePortfolio practices to facilitate student learning and reflection.

Five curricular changes are recommended to revitalize the general education program:

7. A reduction in the minimum required credit hours from 39 to 33 (13 to 11 courses).
8. A reorganization of existing general education courses into four study areas:
   a. Foundational Studies (4 courses);
   b. Knowledge Domain Studies in Creativity & Critical Analysis (2 courses);
c. Knowledge Domain Studies in Nature & Technology (2 courses);
d. Knowledge Domain Studies in Society & Culture (2 courses);
e. One elective from any one of the three Knowledge Domains (1 course).

9. The grouping of lower- and upper-division Knowledge Domain courses into themed Pathways of study that offer optional transcript documentation of a three-course focus and a six-course minor within a single Pathway.

10. The maximum number of courses taken from any single department used to fulfill the Knowledge Domain requirements changes from three to two; and

11. A maximum of two courses in the major department may be used to fulfill Knowledge Domain requirements as long as they are approved general education courses.

In order to measure student progress towards, and achievement of, the SLOs, an integrated assessment strategy shall be instituted to collect data from courses across the baccalaureate curriculum.

Increased curricular flexibility is accomplished by reducing general education credit-hours, allowing two major degree courses to satisfy certain general education requirements, expanding the number of general education course offerings by including upper division courses within pathways, and simplifying the transfer articulation process. New requirements include writing-infused courses, a first-year experience, and a career success course. Most if not all of these requirements may be satisfied in the general education or major studies programs.
1. Progressive Learning in Undergraduate Studies

Progressive Learning in Undergraduate Studies (PLUS) at NIU comprises a course curriculum and academic experiences that creates an integrated learning environment, connects students to their peers across campus, and encourages cross-disciplinary thinking and intellectual advancement.

The goal of PLUS is produce baccalaureate graduates who are resourceful, interactional, and nimble. Such graduates will possess the intellectual flexibility and adaptability necessary to integrate varied sources of information in a professional world that requires repeatedly changes in jobs, companies, fields, and careers.

The three specific curricular objectives of PLUS are to:

- put the baccalaureate goals and student learning outcomes (SLOs) into practice;
- increase student participation in the high impact practices of intensive writing, collaborative learning, first-year experience, and engaged learning activities; and
- revise the general education program in order to make it more attractive and relevant.
to students, to improve cross-disciplinary integration, and to increase curricular flexibility.

1.1. Baccalaureate Student Learning Outcomes

The endorsed and approved student learning outcomes based on the three baccalaureate goals (see section 2.2) best articulate what an NIU graduate should know, value, and be able to do, and therefore are fundamental to the PLUS integrative learning approach. This report recommends that:

• every course explicitly develops student progress in one or two primary SLOs other than critical thinking; and
• a unified strategy be implemented for assessing these baccalaureate outcomes at multiple levels (student, degree program, college, and general education).

1.2. High Impact Practices

Input from faculty, students, and other stakeholders indicated that the high impact practices of intensive writing, first-year experience, and engaged learning activities are high priorities. Employers place a particularly high value on writing skills and collaborative learning. 1 In addition, national studies have shown that good writing instruction, extensive writing experience 2 and high impact practices correlate strongly with overall academic success of students. 3 This report recommends:

• ensuring that enhanced writing courses are taken throughout the baccalaureate experience;
• developing a sequence of high impact activities that include enhanced writing, a first-year experience, engaged learning activities infused into course instruction, a career success course, and the use of an electronic portfolio (ePortfolio) for documenting student achievement of the SLOs.

1.3. General Education Revision

Data and surveys indicate that NIU’s existing general education program at NIU is not meaningful to students. 4 It does not allow enough flexibility when changing majors or selecting electives. Furthermore, General Education is experiencing a much higher drop in course enrollments (27%) over the last decade than the overall drop in undergraduate enrollment (16%). This report recommends:

• reorganizing and expanding the general education course offerings;
• allowing some general education courses to also count as major study requirements;
• creating “Pathways” within General Education in which students have the option to study coherent themes and big questions from multiple perspectives and earn a three-course focus or six-course minor; and
• continuing to support the Illinois Articulation Initiative General Education Core Curriculum.

1 Job Outlook 2013, National Association of Colleges and Employers.
4 See Appendix A regarding outreach and surveys. Also see the PLUS web site: www.niu.edu/plus.
## 2. Baccalaureate Program (revised)

### Progressive Learning in Undergraduate Studies

<table>
<thead>
<tr>
<th>Baccalaureate High Impact Practices</th>
<th>—a minimum of two credit hours</th>
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<tr>
<td>Writing-Infused</td>
<td>Collaborative Learning</td>
</tr>
<tr>
<td>Two certified upper-division courses</td>
<td>Create opportunities for students</td>
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<tr>
<td>First-year Experience</td>
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<tr>
<td>Lower-division UNIV 101/201</td>
<td>Credentialize experiences</td>
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<td>1 hour</td>
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<td></td>
<td>ePortfolio</td>
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<td></td>
<td>Documents achievement of the SLOs</td>
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### General Education—a minimum of 33 credit hours (11 courses)

<table>
<thead>
<tr>
<th>Foundational Studies</th>
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<tbody>
<tr>
<td><strong>Quantitative Literacy</strong></td>
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<tr>
<th>Knowledge Domain Studies</th>
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<tr>
<td><strong>Creativity &amp; Critical Analysis</strong></td>
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<td>6 hours</td>
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### Pathways (Optional)

- A **Pathway Focus** may be earned by taking three courses from a single Pathway, one course from each Knowledge Domain.
- A **Pathway Minor** may be earned by taking six courses from a single Pathway, one lower-division course from each Knowledge Domain, plus three upper-division courses from two Knowledge Domains.

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Figure 2. The recommended curricular changes for Progressive Learning in Undergraduate Studies.
2.1. **Purpose/Mission**

The baccalaureate purpose/mission statement shall be changed to:

The baccalaureate experience at Northern Illinois University challenges students to think critically, create, and communicate by participating in a progressive, engaged learning environment. Major area studies, general education, and co-curricular experiences prepare students to become productive members of a globally diverse society, and lifelong learners ready to meet the challenges of a dynamic career.

2.2. **Goal definitions—The “Three Cs”**

The baccalaureate goals shall remain the same, except for the replacement of the work “basic” with the word “*foundational*” in the goal on Communication. The baccalaureate goals shall now read as follows:

- **Critical thinking**—involves literacy, reflectivity, and understanding how to gather and make sense of various forms of information before accepting or formulating an opinion or conclusion.
- **Creativity**—uses a combination of imagination, intellect, insight, and emotion to solve problems and transform existing ideas, images, or techniques in innovative and original ways.
- **Communication**—includes the mastery of foundational skills, such as language, technology, and collaboration.

2.3. **Student Learning Outcomes**

The following changes shall be made to the Baccalaureate student learning outcomes (SLOs):

- “Quantitative and qualitative reasoning” shall change from: “use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems,” to “*use and combine appropriate qualitative and quantitative reasoning skills to address questions and solve problems.*”

- “Synthesis” shall be changed from: “synthesize learned knowledge and skills relevant to one’s major or particular fields of study and apply them creatively to develop innovative outcomes,” to “*synthesize learned knowledge and skills and apply them creatively to develop cross-disciplinary and innovative solutions to problems*.”

Furthermore, the eight baccalaureate student learning outcomes shall be reordered as follows:

- Communicate clearly and effectively;
- Demonstrate critical, creative, and independent thought;
- Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems;
- Collaborate with others to achieve specific goals;
- Analyze issues that interconnect human life and the natural world;
- Exhibit intercultural competencies with people of diverse backgrounds and perspectives; and
- Integrate knowledge of global interconnections and interdependencies;
- Synthesize learned knowledge and skills and apply them creatively to develop cross-disciplinary and innovative solutions to problems.
2.4. **Requirements**

In addition to existing requirements, the Baccalaureate Program shall also include the following high impact practices:

- **Writing-Infused Courses** – a requirement of two upper-division courses (6 credit hours) officially certified as being “writing-infused,” taken either in the general education program or in the major studies;
- **Collaborative Learning** – increased expectations in general education and major studies regarding the baccalaureate outcome of collaborative learning;
- **First-Year Experience** – a requirement of a lower-division “university success” course to be taken in the first semester (UNIV 101/201 or an appropriate substitution, one credit hour);
- **Engaged Learning Experience** – tag and record on the transcript all engaged learning experiences that are either:
  - a credit-bearing course certified as having an engaged learning component; or
  - a co-curricular engaged learning experience (captured as a zero-credit hour course);
- **Career Success** – a requirement of an upper-division “career success” course to be taken near degree completion (UNIV 301 or an appropriate substitution, minimum of one credit hour); and
- **ePortfolio** – an electronic portfolio system (ePortfolio) shall be made available for student use.

2.5. **High Impact Practices**

High impact practices are teaching pedagogies and learning experiences that foster student engagement and success. They reinforce a PLUS integrated learning environment that encourages cross-disciplinary thinking and intellectual advancement. They also build upon NIU’s extensive strength as a research institution in providing graduates with intellectual flexibility and adaptability.

2.5.1. **Writing-infused Courses**

Writing, when repeatedly practiced through a student’s course of study, leads to the development of related skills such critical thinking, quantitative reasoning, oral communication, and informational literacy.

Two upper-division writing-infused courses shall be mandatory for all students. These courses may be taken in general education or within the major studies. Writing-infused courses are any existing or new upper-division courses that become certified by meeting the following guidelines:

- generate essays, reports, or other prose totaling 3,500 words per student per semester;
- offer repeated practice of writing within the discipline or context of the course;
- include discussions of writing style and structure as a formal part of the course;
- have writing assignments represent at least one-third of the total course grade;
- have an enrollment cap of 35 students; and
- coordinate with the University Writing Center to assist student writers.
Faculty training in disciplinary writing-practice shall be encouraged, but not required. For courses that, by necessity, have larger enrollments but wish to become certified as writing-infused, the university shall create a “Writing Fellows” program that provides a cadre of undergraduate and graduate tutors to host one credit-hour “writing labs” that are linked to these larger courses, and formally meet once per week to work with students on writing. These writing fellows will work directly with course instructors to coordinate learning activities and assignments that include: reading and discussion of discipline-specific writing conventions and rhetorical strategies, and provide informed and constructive criticism on drafts of writing assignments. For writing-infused courses with writing labs, the 35 student cap will only apply to the writing lab portion, not the course as a whole. This allows departments to continue teaching discipline-specific courses in larger, more cost effective settings while still providing direct, personalized writing instruction to students.

2.5.2. Collaborative Learning

The PLUS curriculum places a high priority upon the baccalaureate SLO of “collaborating with others to achieve specific goals.” Research has shown that students who work in collaborative groups are more satisfied with their classes and retain information better. More importantly, the ability to work in a team structure is the most desired skill that employers look for among college graduates.

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences.

Approaches to collaborative learning range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Because of its desirability among employers, NIU’s collaborative learning outcome shall become a priority in the following curricula:

- writing-infused courses (see Section 2.5.1);
- first-year experience (see Section 2.5.3);
- engaged learning courses and co-curricular activities (see Section 2.5.4);
- Foundational Studies of general education (see Section 3.3); and
- general education Pathways (see Section 3.6).

2.5.3. First Year Experience (UNIV 101/201)

National research has shown that first-year experience courses assist students in their academic and social development and in their transition to college. Those who participate: (1) achieve higher grades; (2) develop a more positive perception of self; (3)
participate in better and more frequent interactions with faculty and students; (4) practice greater involvement in co-curricular activities; and (5) improve their level of satisfaction with the college experience.9

A first-year experience course shall now be mandatory in the first semester of entry at NIU. UNIV 101/201 is NIU’s existing first-year experience. It is currently an elective, 1-credit, 15-week course (UNIV 101 - University Experience, or UNIV 201 - The Transfer Experience). This course will:

• introduce university intellectual expectations, including the SLOs;
• offer guidance regarding general education, pathways, and major studies;
• introduce available university engaged learning activities in five areas (community, global, internship, leadership, research);
• provide active and engaged practice in foundational skills such as writing, critical thinking, and collaborative learning; and
• promote an awareness of university resources.

2.5.4. Engaged Learning Courses and Co-curricular Activities

Engaged learning is a process that occurs across students’ curricular and co-curricular experiences. Engaged learning encourages students to transfer ideas and experiences to new and complex situations and make connections between disciplines.

Engaged learning activities shall be certified for transcript documentation by Registration and Records. Engaged learning activities may be curricular (credit-bearing courses) or co-curricular (non-credit bearing).

Engaged learning courses must meet the following criteria for certification:

• a structured and integrated experience that engages students in settings such as in a community agency, professional organization, or a research lab;
• critical reflection of the experience through course assignments; and
• synthesis of the experience through a final course project or portfolio.

Engaged learning courses include activities such as: (1) capstone/thesis; (2) field work; (3) guided research; (4) independent study; (5) internship; (6) practicum; (7) senior design; (8) service-learning (9); student teaching; and (10) study abroad.

Engaged learning co-curricular activities represent supervised, on- and off-campus, non-credit bearing accomplishments that must be reviewed and approved by the Office of Student Engagement and Experiential Learning in conjunction with a faculty Engaged Learning Advisory Committee.

Engaged learning co-curricular activities must meet the following criteria for certification:

• be a first-hand immersive experience of at least 80 hours per semester (5 hours a week);

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be directed by an appropriate mentor or instructor;
- demonstrate intentional learning and reflection by providing an end-of-term deliverable product (reflective paper, journal, portfolio, conference presentation, etc.); and
- be formally recorded upon a transcript through enrollment in a 0-credit option course entitled UNIV 099: PLUS Experience.

### 2.5.5. Career Success Course (a minimum of one credit-hour)

An upper-division career success shall meet the following guidelines:

- review students’ progress towards achieving the eight SLOs and career preparation;
- provide reflection upon the skills needed to achieve students’ academic, leadership, and professional goals;
- provide reflection upon students’ engaged learning experiences;
- provide training in resume writing, accreditation exams, entrepreneurship, etc.; and
- use an ePortfolio (see 2.5.6. below) to encourage reflection and showcase their academic and professional skills and achievements.

### 2.5.6. ePortfolios

Electronic portfolios (ePortfolios) are digital repositories of student work that provide evidence of student learning, especially for those outcomes not easily assessed by standardized measurement. Universities have used ePortfolios to deepen student learning and increase student satisfaction which results in higher retention and graduation rates, as well as improved career placement. Maintaining a reflective ePortfolio prompts students to connect the individual pieces of their learning into a coherent narrative that provides data for assessment and helps them build on that learning to achieve career and life success.

An ePortfolio system shall be made available for student use:

- to collect and select authentic student artifacts (from curricular assignments and co-curricular practices) that document progression and achievement of the baccalaureate SLOs;
- to offer students adequate opportunities to reflect upon their own learning and connect that learning they gain to other tasks and knowledge domains; and
- to provide a vehicle for students to project a professional identity and presence by documenting and showcasing their collegiate achievements.

### 2.6. Assessment

Robust assessment processes are critical to the assurance of student learning and for continued program improvement. Within degree programs, NIU has well established assessment processes and a number of mechanisms to help assure that program student learning objectives are being met. These include the annual update process, the degree program status report, program review, and—for some disciplines—accreditation reviews. Currently, general education assessment occurs on a course by course basis with no attempt at integration across the curriculum. In addition, except for the University Writing Project, there are no integrated assessments of the baccalaureate student learning outcomes (SLOs). Lacking integrated assessments of the baccalaureate

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*See the Catalyst for Learning website for research and resources on ePortfolios: [http://c2l.mcnrc.org/](http://c2l.mcnrc.org/).*
SLOs, it is impossible to determine how well NIU students are achieving these outcomes and where further curricular reforms may be needed.

Integrated assessment of the baccalaureate SLOs can and should build on existing shared governance groups and institutional assessment resources, including: the assessment committees of individual degree programs, the General Education Committee (GEC), the University Assessment Panel (UAP), the Academic Planning Council (APC), and the Office of Assessment Services (OAS). Further, because students develop baccalaureate skills through their general education, major, and co-curricular experiences, an integrated assessment strategy must sample student work from each of these areas.

The specific goals of the proposed integrated assessment strategy are to:

- generate data that can be used to gauge students’ progress towards and achievement of the baccalaureate student learning outcomes;
- provide data that is useful for decision-making at multiples levels (i.e., degree programs, colleges, general education, baccalaureate);
- encourage assessment of authentic student artifacts (i.e., real work) as opposed to using standardized assessment tests; and
- support and take advantage of wide-spread use of ePortfolios, both at NIU and by our community college partners.

The recommended strategy for integrated assessment of the baccalaureate SLOs is grounded in a four-year rolling cycle of continuous improvement that includes discrete steps for data collection, analysis, decision-making, and implementation of changes. The process would be phased in such that data collection is initiated with just a subset of the baccalaureate SLOs in each year and could proceed as follows:

- Year 1: critical thinking and written and oral communication;
- Year 2: quantitative/qualitative reasoning and analysis of interconnections between human life and the natural world;
- Year 3: collaboration/teamwork and intercultural competency;
- Year 4: global integration and synthesis.

For each set of SLOs, data collection would entail harvesting student data from course imbedded assessments (preferred) and/or from assessments of student work by groups of faculty SLO experts. The Office of Assessment Services would coordinate this process, conduct analyses, and provide summaries of the data for the university community. Shared governance committees (such as the GEC) and administrative bodies (such as the Provost’s Office) would then be responsible for interpreting the data relative to program goals, deciding what actions (if any) should be taken, and implementing the recommended changes. The process would be staggered such that all of the baccalaureate SLOs are continually in some phase of the improvement cycle: data collection, analysis, decision-making, or implementation of changes. Note that this approach is intended to replace the current system of course-by-course assessment by the GEC for the purpose of determining which courses participate within the general education program.

To be successful, this strategy will require a number of enabling mechanisms and investments:

- Clear articulation of how each degree program’s student learning outcomes map to the baccalaureate SLOs;
- A curriculum map for each degree program that specifies how each class in the major contributes to each degree program and (by extension) each baccalaureate SLOs;
- Specification of the primary baccalaureate SLOs addressed by each general education
course and co-curricular experience;
• Rubrics for each baccalaureate SLO that: a) can be tailored for application to actual student work; b) allow for meaningful aggregation of assessment results across disciplines; and c) can show student development across time;
• An ePortfolio platform (see Section 2.5.6.) that provides a repository for the student work that demonstrates their progress toward the development of each baccalaureate SLO;
• Software that facilitates harvesting of assessment data from both Blackboard Learn and students’ ePortfolios as well as enabling aggregation for specific audiences (i.e. a degree program, a college, the GEC, or the Provosts’ Office); and
• Support for faculty who adopt and modify rubrics for course imbedded assessment related to the baccalaureate SLO(s) and who sit on assessment committees that score student artifacts relative to a particular baccalaureate SLO.

This strategy enables a truly programmatic assessment of students’ progress toward and attainment of the baccalaureate student learning outcomes. In addition, the data it generates could be used for multiple purposes including program review and discipline accreditation.
3. General Education Program (revised)

The General Education Program catalog language shall undergo the following changes:

3.1. Purpose/Mission

The General Education Program at Northern Illinois University provides foundational skills and breadth of knowledge through study in a broad variety of disciplines. Together with course work in the major and co-curricular experiences, general education provides students with opportunities to develop proficiencies in NIU’s baccalaureate student learning outcomes.

3.2. Framework and Goals

The PLUS General Education Program consists of two basic sets of course work and adopts the baccalaureate SLOs as its goals (see Figure 2).

First, Foundational Studies develop the competencies necessary to succeed academically and personally. They emphasize a student’s ability to: (1) communicate clearly and effectively; (2) think critically and creatively; (3) reason quantitatively and qualitatively; and (4) work collaboratively across disciplines. Students are strongly encouraged to complete their Foundational Studies courses in the first and second years.

Second, Knowledge Domain courses continue to develop foundational competencies, as well as assure exposure to a broad array of ideas, disciplines, and ways of obtaining and interpreting information. In particular, Knowledge Domain courses emphasize a student's ability to: (1) connect human life to the natural world, (2) understand and respect diverse cultures, (3) and integrate knowledge of global interconnections; and (4) synthesize knowledge and skills.

Knowledge Domain requirements may optionally be fulfilled by a set of newly designed PLUS Pathways. A Pathway is a body of coursework drawn from all three Knowledge Domains that examines a theme from different disciplinary perspectives. In order to increase the value and relevance of general education, Knowledge Domain courses will present their course content in a manner that demonstrates how this material relates to and is integrated with their discipline and other disciplines. In this manner, Pathways will further enhance the level of content integration, and will give students and instructors greater opportunities to develop the skill of collaborating effectively across disciplines.
A *Pathway Focus* shall be noted on a student transcript, and may be earned by taking three courses from a single Pathway, one course from each Knowledge Domain.

A *Pathway Minor* shall be noted on a student transcript, and may be earned by taking six courses from a single Pathway, one lower-division course from each Knowledge Domain, plus three upper-division courses from at least two different Knowledge Domains.

### 3.3. Foundational Studies

Through Foundational Studies, students will begin to develop the fundamental skills of written communication, oral communication, and numeracy, all of which are required for academic, professional, and personal success. Through Foundational Studies, students will learn to: (1) write skillfully with a thorough awareness of context, audience, and purpose; (2) communicate effectively through speaking, presenting, and debating, with an awareness of the specific practices in different disciplines; (3) perform basic numerical computations, display facility with using formal and quantitative reasoning analysis and problem solving, and interpret mathematical models and statistical information; and (4) work collaboratively with peers from different backgrounds.

The Foundational Studies general education requirements consist of two courses in Writing Composition, one course in Oral Communication, and one course in Quantitative Literacy. Foundational Studies courses do not count toward general education Knowledge Domain requirements. Students are strongly encouraged to complete their Foundational Studies courses in the first and second years.

#### 3.3.1. Foundational Studies Writing

The new foundational studies component of General Education contains a modified writing sequence aimed to provide a transition from general composition to domain-specific writing. This sequence consists of:

- **First-year Rhetoric and Composition** (3 credit-hours). Writing and revising argumentative and analytical essays. This requirement is satisfied by ENGL 103 or a similar course. Enrollment in each section shall be capped at 25.\(^{11}\)

- **Second-Year Writing in the Domains** (3 credit-hours). Writing and revising argumentative and analytical essays; analyze, evaluate, and synthesize material from a variety of sources; incorporate domain-appropriate documentation styles and rhetorical strategies. This course provides a transition from general writing to domain-specific writing and also provides students practical experience in collaborative essay and report writing. Enrollment in each section shall be capped at 25. There shall be three or four different versions of the class, each with its own course number and aligned with a different knowledge domain. For example:

  ENGL 203 – Second Year Writing in the Knowledge Domains  
  ENGL 204 – Second Year Writing in Creativity and Critical Analysis  
  ENGL 205 – Second Year Writing in Nature & Technology  
  ENGL 206 – Second Year Writing in Society & Culture

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\(^{11}\) The Conference on College Composition and Communication (CCCC), a professional organization within the National Council of Teachers of English, specifically recommends that no more than 20 students be permitted in any writing class, and that developmental writing classes be capped at 15 students. Furthermore, the CCCC recommends that no college instructor teach more than 60 writing students per term.
Students may choose which of the second year writing courses to enroll in. Any one of them will satisfy degree requirements in any undergraduate program at NIU. The proposed second year writing course is modeled, in part, on the successful implementation of English 280, in the Western Writing Program at Western Illinois University.\(^{12}\)

3.4. **Knowledge Domains**

The three Knowledge Domains (Creativity & Critical Analysis; Nature & Technology; and Society & Culture) will: (1) help students attain a sound liberal education and acquire sufficient general knowledge and intellectual versatility to become productive and resourceful members of society, (2) explore human thought and relations in order to understand and respect cultural heritage, (3) provide an understanding of the scientific method and the application of scientific facts and principles pertaining to the natural and technological worlds, and (4) examine the role of knowledge in improving human welfare.

Knowledge Domains are related to the traditional disciplinary-based distributional areas (Humanities & Arts, Science & Mathematics, Social Sciences, and Interdisciplinary Studies). However, they are intended to be broader and more inclusive, which will allow for an increase in both the range and number of general education courses that are available to students.

3.4.1. **Creativity & Critical Analysis**

Courses in Creativity & Critical Analysis will challenge students to develop the skills involved in critical reflection and creative expression. Students will: (1) become acquainted with methods for analyzing primary sources and critically evaluating the ideas, events, traditions, and belief systems that have shaped human experience and expression; (2) explore fundamental modes of aesthetic and creative expression; and (3) understand and evaluate the diversity of humanity's most notable cultural achievements from artistic, historical, linguistic, literary, and philosophical perspectives.

3.4.2. **Nature & Technology**

Courses in Nature & Technology will deepen understanding of the scientific method and mathematical reasoning and of how both are employed in a variety of technological applications. Students will: (1) understand the role of science, technology, and mathematics in society; (2) hone the reasoning skills required to comprehend theories of the living and physical worlds; (3) articulate society's connections to, and responsibility towards, the natural world; and (4) develop the ability to understand and evaluate the communication of mathematical, natural, scientific, and technical results.

3.4.3. **Society & Culture**

Courses in Society & Culture will develop understanding of the methods of inquiry used to study humanity, from individual behavior to how people organize and govern nations, societies, and cultures. Students will: (1) learn the role, principles, and methods of social and behavioral science in understanding individual and collective behavior in society; (2) hone the reasoning skills required to understand theories of human behavior and social phenomena; and (3) develop the ability to understand and evaluate the communication of results in the social and behavioral sciences.

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\(^{12}\) See [http://www.wiu.edu/cas/english_and_journalism/writing/](http://www.wiu.edu/cas/english_and_journalism/writing/)
### 3.5 Requirements

The General Education Program is reduced to a minimum of 33 semester credit-hours of course work:

- **Foundational Studies**
  - Quantitative Literacy – 1 course, a minimum of 3 hours.
  - Oral Communication – 1 course, a minimum of 3 hours.
  - Writing Composition – 2 courses, a minimum of 6 hours.

- **Knowledge Domains**
  - Creativity & Critical Analysis – 2 courses, a minimum of 6 hours.
  - Nature & Technology – 2 courses, a minimum of 6 hours.
  - Society & Culture – 2 courses, a minimum of 6 hours.
  - Elective from any Knowledge Domain – 1 course, a minimum of 3 hours.

The 12 general education semester hours required in Foundational Studies may be earned by: (1) successfully completing designated courses; (2), by receiving transfer credit; or (3) by passing a competency examination.

The 21 general education semester hours required in the three Knowledge Domains may be earned by: (1) credit articulation petition approved by the General Education Committee; (2) successful completion of designated courses; (3) transfer articulation; or (4) credit by examination. Departments shall review and approve transfer articulation of major studies courses.

*An maximum of two approved general education courses from any single department may be used to fulfill the Knowledge Domain requirements.* This requirement assures exposure to multiple disciplines.

*An maximum of two courses in the major department may be used to fulfill Knowledge Domain requirements as long as they are approved general education courses.* This requirement creates additional curricular flexibility in the baccalaureate program. Individual departments may *not* impose additional restrictions on the courses that their majors may apply to general education.

### 3.6 Pathways

A pathway is a body of course work drawn from all three knowledge domains that examines a theme from different disciplinary perspectives. A pathway will help students achieve the depth and breadth of understanding necessary to synthesize disparate viewpoints and collaborate effectively across disciplines. Courses in a pathway will coalesce around a set of large questions that are central to the pathway theme. Each course will address one or more of these questions. A pathway is intended to enhance a student’s interest in a particular theme.

Students may sample courses in multiple pathways as long as the knowledge domain distributional requirements are fulfilled. Students are encouraged, but not required, to concentrate their domains courses in a single pathway. Completing a set of designated courses in a single pathway will be documented on a student’s transcript either as *Pathway Focus* or *Pathway Minor*:

- A Pathway Focus represents an enhanced examination of a particular theme comprising three courses from a single Pathway. A Focus shall be earned by successfully completing one designated course from each Knowledge Domain.

- A Pathway Minor represents an in-depth examination of a particular theme comprising six courses from a single pathway. A Pathway Minor shall be earned by successfully
completing one lower-division course from each Knowledge Domain, plus three upper-division courses taken from at least two Knowledge Domains.

A student cannot count the same course as fulfilling more than a single pathway focus or minor.

Each course in a pathway shall:

- coalesce around a set of questions that are central to the pathway theme,
- strive to address all of these questions,
- include collaborative learning activities, and
- potentially provide opportunities for engaged learning.

### 3.7. Administrative Structure

General Education Committee (GEC) shall continue in its role as the oversight body for developing and monitoring general education policy.

The GEC shall determine course participation and course placement in the General Education Program.

The GEC shall adjudicate petitions for general education credit articulation, but not for specific course articulations. Departments retain the right for course-to-course articulation in the major.

The GEC shall work closely with the Office of Assessment Services to identify mechanisms to carry out programmatic assessment and will have responsibility for making necessary changes in response.

The composition of the GEC shall continue to follow the guidelines stipulated in University Bylaws Article 15.6.3 that assures broad student and faculty representation. Members shall include:

- eight faculty representatives: three from CLAS (one each from the humanities, social sciences, and other sciences), and one representative each from CBUS, CEDU, CEET, CHHS, and CVPA (three-year staggered terms, renewable);
- two faculty representatives from the University Coordinating Council (one year, renewable);
- three student representatives will be selected by the GEC from nominees submitted by the student advisory committees of the undergraduate degree-granting colleges (one year, renewable);
- the Vice Provost (ex officio);
- the Associate Vice Provost (ex officio); and
- the Associate Vice Provost for Academic Outcomes Assessment (ex officio).

The GEC chair is elected annually from the faculty representatives, and shall receive release time or compensation for coordinating the committee’s work.

Other administrative tasks associated with general education, such as ensuring that adequate funding of the program is available and that courses are offered and space needs are met, are ultimately the responsibility of the Provost.

### 3.8. Pathway Management

The number and thematic content of pathways shall be determined by the GEC in order to address: student interest and demand, thematic coherence, and an ongoing focus on general
education goals and the baccalaureate student learning outcomes.

Any single course may participate in more than one pathway as long as it meets the criteria and expectations of the pathways it contributes to. Any single course may only ultimately count towards a single pathway focus or minor.

Each course in a pathway must also include opportunities for students to work collaboratively with peers from different backgrounds.

The GEC shall appoint a coordinator to oversee each Pathway who will work with the GEC and Associate Vice Provost. The coordinator shall be responsible for:

- maintaining the thematic coherence of the Pathway description and core questions;
- assuring that sufficient courses are offered from each of the three domains;
- organizing course offerings to foster student interest and meet enrollment demand;
- conducting an annual workshop for faculty participating in each Pathway;
- serving as a liaison between the GEC and Pathway faculty;
- filing the application form for course participation in a Pathway;
- assisting the GEC when a Pathway is reviewed for relevancy, enrollment, and success; and
- eliminating Pathways that cease to be relevant.

Coordinator terms of appointment shall be decided by the GEC. The task force recommends that coordinators be provided additional compensation and/or release time for their efforts.

3.9. Transfer and Articulation

Illinois Articulation Initiative coded transfer courses are applied as general education credit to the Foundational Studies and Knowledge Domains requirements without any review. The GEC shall adjudicate petitions for non-IAI transfer credits to satisfy general education requirements. Departments will review and approve transfer articulation of major studies courses.
4. PLUS Implementation

Upon the approval of the PLUS curriculum changes, the Provost shall form an implementation team through a consultative process that includes the Faculty Senate and other bodies of campus leadership. The team shall be charged by the Provost to plan and carry out an effective and successful implementation process for the new curriculum.

An implementation process shall be developed in consultation with administration, faculty, staff, and students and will be transparent and equitable, with appropriate submission and evaluation proposals for general education Pathway courses and certified baccalaureate high-impact courses. To allow smooth transition and sufficient time for development of PLUS pedagogy, curricular changes will be phased in.

The entire program shall be reviewed by the Office of the Provost five years after its implementation is complete and every five years thereafter.

4.1. Writing-Infused Courses (fall 2015)

Because writing-infused courses (see Section 2.5.1.) require additional instructional preparation and training, the Provost shall provide opportunities for faculty development in writing instruction. Support shall include (but not be limited to):

- annual workshops for training in writing-infused instruction;
- a fully funded student-support writing center that supports the instructional and PLUS mission of providing supplemental writing instruction for all colleges and degree programs;
- a university writing committee that shall consult with the writing center to approve and support PLUS writing-infused courses; and
- a writing-fellows program that trains student writing fellows who provide supplemental writing instruction in certain writing-infused courses.

4.2. Collaborative Learning (spring 2016)

Support for collaborative learning (see Section 2.5.2.) will include (but is not limited to):

- annual workshops for training in collaborative and team learning instruction.
4.3. UNIV 101/201 and UNIV 301 (fall 2015)

UNIV 101/201 (see Section 2.5.3.) is currently taken by approximately 60% of all new students in 80 sections. Approximately 50 additional sections would be required in order to allow 100% student participation. Support shall include (but not be limited to):

- additional graduate student and peer instruction support; and
- instructor stipends.

4.4. Engaged Learning (fall 2015)

The process of course and co-curricular experience (see Section 2.5.4.) certification has already begun by the Office of Experiential Learning and Engagement (OSEEL) and shall be ready for codification upon student transcripts in fall of 2105. Support shall include (but not be limited to):

- a university engaged learning committee that shall consult with OSEEL to approve and support PLUS engaged learning courses and co-curricular activities.

4.5. Career Success (spring 2016)

Approximately 70 sections of a new UNIV301 (see Section 2.5.5.) shall be required to supplement any existing career success course offered in the major. Support shall include (but not be limited to):

- an appropriate faculty committee to approve and support career success courses.

4.6. General Education Course Re-Assignments (fall 2015)

The GEC in coordination with the implementation team shall facilitate the placement of all existing general education and IAI code courses into the new areas of study (see Section 3.2.) as soon as possible.

4.7. Pathways (fall 2015 and fall 2016)

Pathways (see Section 3.5.) and their courses shall be developed, formed, and reviewed in a staged process, with three Pathways operational by fall 2015 and the remainder by fall of 2016. An initial set of suggested Pathways have been developed by the PLUS Task Force in consultation with campus faculty from various colleges. They include: (1) Creativity, Innovation & Change; (2) Exploring Heritage; (3) Health & Wellness; (4) Global Affairs; (5) Identities; (6) Learning; (7) Power & Social Justice; and (8) Sustainability (see Appendix B). The implementation team and GEC shall assist faculty in Pathway creation.

Pathway Coordinators shall be selected or elected as soon as possible and will work with faculty and departments to populate each pathway with both existing and new courses. A Pathway shall consist of approximately 15 lower-division courses and 10 upper-division courses. The implementation team and the GEC shall assist the Pathway Coordinators in insuring that Pathways are both appealing to students and address the stated goals and learning outcomes of the general education program. Chairs and deans shall indicate their support for a particular course’s inclusion in a Pathway.

The GEC shall make the final decisions regarding the acceptance of the proposed Pathway packages and assure the planning and approval of all courses proposed for general education.
Support shall include (but not be limited to):

- stipends for Pathways course transformation;
- stipends for the Pathway coordinators;
- modification to the Student Information system by Registration and Records; and
- advisor education and training.

### 4.8. Assessment (fall 2016)

Well-aligned measures and data collection from individual courses and across the entire curriculum shall begin in fall of 2016. Support shall include (but not be limited to):

- an ePortfolio platform (see Section 2.5.6.) that provides a repository for the student work that demonstrates their progress toward the development of each baccalaureate SLOs;
- software that facilitates harvesting of assessment data from both Blackboard Learn and students' ePortfolios as well as enabling aggregation for specific audiences (i.e. a degree program, a college, the GEC, or the Provosts' Office);
- one-time stipend supported training session for faculty who adopt and modify rubrics for course imbedded assessment related to the baccalaureate SLO(s) that are emphasized in their course; and,
- on-going stipend support for the faculty on the assessment committees that score student artifacts relative to a particular baccalaureate SLO.
A. Appendix A—
Communication and Outreach

Between August 2013 and September 2014, the PLUS Task Force conducted surveys, presentations, workshops, and focus groups in order to be inclusive as possible during the process of curricular reform. A priority of the Task was to execute a transparent strategy of communication and outreach for to faculty, students, and administration in order to best navigate between the tensions of a traditional state-mandated general education compact and the institutional desire to foster curricular creativity and synergy.

Our approach was to employ a continuous feedback loop of vetting potential changes to NIU’s constituent groups rather than a more traditional institutional approach of creating a singular plan of curricular reform and bringing it forth for final comment. We believe that this approach has resulted in the transformation of a broad and tumultuous exchange of stake-holder ideas into an interconnected force that has help guide the process of curricular innovation.

Table 1-1. Summary of NIU constituent touch points sorted by face-to-face and survey formats.

<table>
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<th>Face-to-Face</th>
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</table>

The PLUS Task Force had a total of 2,210 touch points with NIU constituents (Table 1-1). The face-to-face setting consisted of presentations, and focus groups. Student focus groups were held on campus and scheduled with various constituent groups. The workshops and open houses conducted for faculty, advisors, and administrators were also aimed at a variety of colleges and venues. External presentations were also made to our community college partners in order to assess their perception of the expected changes.

The survey touch points were conducted via using on-line and paper format during an on-line
survey in the October of 2013, a public workshop conducted in January of 2014, and a second on-line survey conducted in May of 2014. Table 1-2 lists the itemized lists of the presentations as well as the final tallies of the participants.

Table 1-2 lists the itemized lists of the presentations as well as the final tallies of the participants.

<table>
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B. Appendix B—Suggested Pathways

A set of suggested Pathways have been developed by the PLUS Task Force in consultation with campus faculty from various colleges. Pathways are themes that students would find as relevant and engaging. They include: (1) Creativity, Innovation & Change; (2) Exploring Heritage; (3) Health & Wellness; (4) Global Systems; (5) Identities; (6) Learning; (7) Power & Social Justice; and (8) Sustainability.

*What is Creativity, Innovation and Change?*

Creativity and innovation are essential in artistic expression and in problem-solving for individuals, ecologies, technologies, organizations, and societies. In this pathway, students have an opportunity to explore how we are creative, and innovation and change in its many forms. Courses in this pathway will explore one or more of the following questions:

- Why are we creative?
- How can we develop new ways of thinking and behaving?
- What is the process of creativity and how does it manifest?
- What are the antecedents and outcomes of change as experienced by individuals, groups, organizations, and/or societies?
- How are new innovation and technologies developed and diffused?
- How do groups or organizations engage in innovation and manage change?

*What is Exploring Heritage?*

Exploring heritage considers a timeless question: how has the past shaped the present? By studying this question you will expand your understanding of who we are, as individuals, as members of societies, and as participants in the human condition. Students who pursue the Exploring Heritage Pathway take courses in Anthropology, Art History, Biology, Black Studies, Communications, Geology, Geography, Education, English, Foreign Languages and Literatures, History, Latino and Latin American Studies, Music, Political Science, Sociology, and Women's Studies. Courses in this pathway will explore one or more of the following questions:

- What do we know about the origins of the universe?
- What do we know about the origins of humans?
- How have societies made group decisions?
• How have societies balanced individual and group needs?
• How have societies organized work and economic life?
• How have gender, sexuality, and family shaped human experience?
• How have people interacted with groups other than their own?
• How have individuals and societies expressed themselves creatively?
• What have been the major subjects for visual communication over historical periods?
• What have been the various roles of artists in societies?
• How and why do humans tell stories?
• How have different cultures understood beauty? Ugliness? Ethical choices?

**What is Global Affairs?**

The Global Affairs Pathway is intended for students interested in international issues and the global processes that impact the world around them. These issues include the interconnectivity of markets, cultures, politics, and people across the globe. Modern technology and ease of travel have made the world a much smaller place, figuratively speaking. This Pathway is designed to provide students with the necessary skills and knowledge to navigate this complex system of symbiotic relationships. This Pathway recognizes the information required to navigate this system of interconnectivity, and will prepare students with the ability to understand these systems. Courses in this pathway will explore one or more of the following questions:

• How does the rise of global interconnections affect individual rights and assets?
• How do global relations foster or hinder economic change?
• Are there abuses that can be perpetrated by the rise of Globalism?
• What avenues of progress are opened up through global relationships?

**What is Health and Wellness?**

The call to advance health and wellness signals individuals to improve the lives and health of themselves, their families, and their broader communities within their social context. This Pathway provides students an opportunity to integrate a broad range of knowledge and skills to promote the life changes and optimize well-being. The courses chosen for this Pathway interweave and blend a variety of factors from the physical, environmental, emotional, social, spiritual, and intellectual realms which constitute a holistic approach to health. This Pathway recognizes that achieving optimal health and wellness is a lifelong process, and that a thorough understanding of the factors that define and determine wellness and improve health is necessary to comprehend the reciprocal relationship that exists between the mind and the body and to take personal and social responsibility to create opportunities for well-being. Courses in this pathway will explore one or more of the following questions:

• What prevents or minimizes chronic disease?
• What choices can have larger impact to the health of a community?
• What behaviors will further reinforce healthy choices?
• How can these behaviors improve understanding of connections between humans and our environment?

**What is Identities?**

This pathway explores how both individual and group identities are produced, maintained, and transformed. Students will be introduced to various theoretical perspectives that deal with identity formation, including constructions of “the normal.” Courses in this pathway explore the components of identity: gender, sexual orientation, race, ethnicity, religion, language, social
class, and bodily difference. Students will understand better how an individual can be at once both cause and consequence of society, and both a product and unique agent of social action. Courses in this pathway will explore one or more of the following questions:

- How do identities constitute lived realities and shared communities?
- What evidence indicates that identities are socially constructed?
- What does it mean to be an “American”?
- How do prejudice and institutional discrimination shape certain individuals and groups?
- How might individuals, through social movements, affect political change?
- How do popular representations of a group affect how members of that group see themselves and how others see them?

**What is Learning?**

Learning is a skill that is fundamentally relevant to all areas of life, from the development of an organism in its natural context over institutions of instruction to sophisticated intelligent technology. The specific processes and circumstances related to learning vary with cultural, historical, sociological and individual factors, making the area of learning a richly diverse and interdisciplinary field with many methodological perspectives, emphases and applications. The study of learning offers applications to personal, societal and professional areas of life. Students learn about the way in which learning is influenced by context, how to improve it, how learning compares across organisms and artificial systems, and how to assess its effectiveness. The study of learning also pertains to informed citizenship, which requires development of the ability to use information to think about an issue critically, from multiple perspectives and with an understanding of diverse methodological approaches. Courses in this pathway will explore one or more of the following questions:

- What is the general nature of learning?
- What are parallels and distinctions between learning, development and adaptation?
- How does learning interact with our cultural, societal and technological context?
- What are the methods of training and learning in different contexts?
- What role do inter-disciplinary approaches have in modern problem solving and thought?

**What is Power & Social Justice?**

The prosperity, stability, and wellness of a diverse society demands that its citizens be able to contribute to public discourse and policymaking in an educated and thoughtful manner. This Pathway is designed to provide students with the necessary skills and knowledge to be prepared for active and responsible engagement in the social decision-making process, to unite people of different social identities, and to create and sustain social and political movements to support a just and equitable society. This Pathway recognizes that public issue decisions need to be tied to facts, a fully developed personal sense of social justice, and a thorough understanding of the political and economic mechanisms that guide the policy process. The courses chosen for this Pathway address one or more of these three elements to provide students with a knowledge base that will prepare them for a lifetime of informed participation in the policymaking process. They address the skills necessary to be leaders in our globalized society. Courses in this pathway will explore one or more of the following questions:

- What is the nature of power and social justice?
- How are power and social justice manifested?
• How do power and social justice operate?
• How do power and social justice influence the construction of individual identities?
• How can changes in power be motivated and challenged by social and political movements?
• How are the power structures of modern society restrained or enabled by social justice?

What is Sustainability?

Sustainability means different things to different people. It has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The core value is intergenerational equity and respect for the planet and all of its occupants. It includes both fiscal and environmental sustainability through economic and societal activities. People and technology are both parts of the solution and that its costs and benefits are collective. Courses in this pathway will explore one or more of the following questions:

• What makes a sustainable community?
• How can economic and societal activities create a more sustainable world?
• In what ways do humans depend on natural systems and vice versa?
• How do unsustainable practices affect the environment?
• How can we practice sustainability and apply these principles to our worldview?
• What role can technology, culture, and nature play in forming a sustainable world?
### Faculty Participants Who Devised Draft Pathway Language

| Armstrong, Soyna | Bishop, Terrence | Britt, Anne | Carpenter, Paul | Castle, Nancy | Cohen, James | Dugas, Daryl | Strid, John Evar | Gallaher, Courtney | Goldblum, David | Hamlet, Janice | Hanna, Jason | Harris, Lindsay | Henry, Beverly | Honig, Sheryl | Hung, Wei-Chen | Jaffee, Barbara | Lenczewski, Melissa | Long, Greg | Manderino, Michael | Marsh, Sarah | Morris, Sherrill | Myers, Kristen | Oldenburg, Nancy | Quinlan, Mary | Rosetti, Jeanette | Schmidt, James | Shibata, Tomoyuki | Strom, Janice | Tonks, Stephen | Vander Schee, Carolyn | Vazquez, Laura | Wiemer, Katja | Woodstrup, Bart | Wright, Paul |
|------------------|-----------------|------------|----------------|-------------|-------------|-------------|----------------|-----------------|---------------|--------------|--------------|---------------|---------------|---------------|---------------|---------------|--------------|-------------|----------------|--------------|----------------|---------------|----------------|--------------|----------------|---------------|--------------|---------------|-------------|--------------|----------------|-------------|----------------|---------------|-------------- |
FAC to the IBHE report.

Meeting was held October 17, 2014 at Governors’ State University.

After the call to order and introductions, **GSU Provost Deborah Bordelon** addressed the group and highlighted some of the recent changes at GSU. Most notable was that GSU, formerly an upper division and graduate school only, had just admitted their first freshman class (242 students). They are instituting a “cohort model” in which freshmen take 3 of their 5 classes with the same group of students. GSU has also started an intercollegiate athletics program. The Jaguars will be playing basketball, volleyball and golf. **GSU President Elaine Maimon** also spoke with the FAC, discussing the transparency of their budget process. **FAC Chair Abbas Aminmansour (UIUC)** related the story of a recent flight he shared with IBHE Executive Director Jim Applegate during which the latter mentioned the possibility of a 25% mid-year cut, dependent on the upcoming gubernatorial election.

The main focus of business was a discussion of academic freedom and shared governance, inspired by recent events at Chicago State University and the University of Illinois at Urbana-Champaign. At CSU, a major academic reorganization by the administration led the Faculty Senate (FS) to propose changes to the formula by which representation is determined. The administration objected to the way the FS made its changes, and tensions between the FS and administration have escalated to the point where the FS has been suspended by CSU’s governing board. At UIUC, an offer of employment was rescinded after the prospective hiree tweeted strong comments about the Israel/Gaza conflict, deemed by many to be offensive. The case was widely publicized over the summer. See [https://www.insidehighered.com/news/2014/09/22/salaita-case-illustrates-two-cultures-academe-many-experts-say](https://www.insidehighered.com/news/2014/09/22/salaita-case-illustrates-two-cultures-academe-many-experts-say), for an example.

Offers of support and suggestion of who to contact were made for CSU’s case regarding shared governance. The UIUC academic freedom case was more problematic, with FAC members sympathetic to both sides – supporting the academic freedom of the prospective professor, and the offended parties. It was decided to reaffirm the FAC’s support of both shared governance and academic freedom with a resolution currently being drafted. Anyone with suggestions for language to be included in such a resolution is welcome to bring them to either Sonya or me.

Finally, long-time IBHE liaison Ocheng Jany is retiring at the end of October. Cake, a nice portrait, and kind words were provided.

Respectfully submitted,

Paul Stoddard
FAC alternate, NIU
(for Sonya Armstrong)
Meeting with the President and Provost
The RSB committee will be meeting with President Baker and Provost Freeman, Monday, Dec. 1, 1-2 p.m.

Discussion on Annual Statement of Budget Priorities
Prior to the meeting the most recent copy of the Annual Statement of Budget Priorities was distributed to members of the committee. The committee is in the beginning phases of shaping the next Annual Statement pending more input and a workshop on the university’s budget to be held in November. Nancy Suttenfield stated that much of what the current Annual Statement sets forth has been addressed.

Survey to be sent to program directors, chairs, and deans
One of the tasks initiated this academic year is the development of a survey that is to be sent to program directors, chairs and deans about the concerns they may have about the budget. The committee felt that they would have a better idea about what form the survey should take by the next meeting.

Summary of the findings of the Academic Impression conference held 10/9 and 10/10
Ibrahim presented his impressions and the take home message from the Academic Impressions conference he attended on 10-9 and 10-10. Attending this conference was an initial step by a team, representative of the campus community, to gather information and understanding of strategies by which NIU might use existing resources, intentionally and purposefully, to successfully operationalize the strategic plan and fulfill the institutional mission during fiscally challenging times.

Workshop on Budget and Failure Mode and Effect Analysis: Source of revenues and expenditures
The workshop is still in the planning stages with committee members to begin formulating questions that can be addressed at the workshop. Key items of discussion items brought up at the meeting that could be addressed at the workshop included a summary of revenues and expenditures, models of such from peer universities, and the possibility of any type of metrics that can be used to measure progress. Nancy Suttenfield stated that until recently it was difficult to track sources and expenditures because of the central fund model.

The meeting adjourned at 12:30 pm.
Northern Illinois University
Operating Staff Council
Meeting Report: Thursday, October 2, 2014

The Operating Staff Council (OSC) met on Thursday, October 2, 2014 in the Holmes Student Center Clara Sperling Sky Room. The meeting was called to order at 9:07 a.m. by Jay Monteiro, OSC President.

During announcements:
1. David Smith was introduced as the OSC’s newest member.
2. Patricia Liberty-Baczek announced that October is LGBTQ History Month.
3. Karen Smith announced that the annual Ethics training would take place October 14th through November 14th. She also announced that flu shots would be available October 29th, 10:00 a.m. to 2:00 p.m. in the Duke Ellington Ballroom
4. Robin Andersen from APAC shared news that the Chicago Tribune was running a contest for fans to vote for their favorite sports mascot. Victor E Huskie was in the lead.

Sub-committee reports included:

Work Place Issues
Members of this committee are taking recent Civil Service employee survey sections and aligning them. The final findings will be ready for presentation in December.

Elections and Appointments:
David Smith volunteered and was selected as a sub for David Long on the Campus Parking Appeals Committee.

Public Relations
It was announced that December will be the last Northern Staff News newsletter that will have a printed copy mailed to every Civil Service employee. Beginning in February, an electronic copy will be sent to each Civil Service Employee as well as a link will be listed in the NIU official announcements. Paper copies will only be distributed to employees in Housing & Dining, Building Services, trades people in Materials Management and a list of off miscellaneous off-campus addresses.

Visiting Committees/Guests
Matthew Parks and Sabrina Hammond from ITS were the meeting guests. They presented the new proposed Cellular Service Stipend policy. The proposed policy eliminates assigned NIU cellphones and would move to a 3-tier monthly stipend approved at the discretion of the division or manager. The stipend will appear on employees paychecks and would be taxable income. NIU employees could opt to keep their NIU owned device with appropriate approval.
Administrative Professionals Advisory Council (APAC):

It was reported that the tiered parking fee scenario is still being discussed. Robin Andersen suggested that the OSC members read the book *Prioritizing Academic Programs and Services* by Robert C. Dickeson as this book will be playing an important role in future administrative decisions here at NIU.

Old Business:

The Public Relations Committee will amend the OSC Bylaws so that a 17th position will exist on the OSC for the 2015 elections.

The meeting was adjourned at 11:15 a.m.

Respectfully submitted,

Jay Monteiro
President, Operating Staff Council
SPS COUNCIL MEETING SUMMARY

OCTOBER 9, 2014

SPS Council met on October 9, 2014, chaired by Vice President Anne Hardy.

Announcements included a reminder about Annual Ethics Training (October 14- November 12); Flu shots; HR Training and Professional Development Workshops; Bus Safety issues, and the PLUS Task Force report.

SPS Awards solicitation information is being sent out to campus and posted on the NIU Web Page. Nomination packets are due December 1. Events include a workshop on Office 365, a visit to the new DeKalb Police station, and other upcoming events.

The Council heard the results of a Council survey on the proposed Cellular Stipend policy.

The major focus of the Council meeting was continuing discussion of morale issues on campus. The group will compile recommendations for further action.

Respectfully submitted,

Deborah Haliczer

President, SPS Council
University Benefits Committee Report

The meeting was called to order at 12:07 on Oct 16th by Terry Borg, Committee Chair.

- Affordable Care Act – NIU is working with other 4-year publics to determine best route to take. Still waiting on RFP, and there is no deadline set to have a completed proposal.

- CMS Dependent Audit – no movement on audit. Have not heard back from CMS on when audit will begin.

- Metra Pre-tax Proposal – More information about NIU’s volume and interest levels, limitations and participation minimums is needed before a recommendation can be made about whether to pursue.

- Faculty and staff are able to use the Disability Resource Center, as well as contacting Accommodations at HR. A report for usage of these services by faculty/staff will be requested for the next meeting.

- Beginning October 1, 2014, insurance premiums are no longer being taken from monthly pensions. Whether or not the retirees will have to pay back-premiums will be decided by the courts.

- Will bring morale issue to Faculty Senate/SPSC/OSC for salient recommendations

Next meeting will be Thursday, November 20 in Altgeld Hall rm 212.
It is the intention of the Office of the Provost to add a new position of Vice Provost for Faculty Affairs to
the Committee on Multicultural Curriculum Transformation (CMCT) roster and to eliminate the current
position of Director of the Faculty Development and Instructional Design Center. The new position would
be an ex officio, nonvoting member of the CMCT. The rationale for this change is that the Vice Provost
for Faculty Affairs represents faculty interests, including multicultural interests, broadly across the
university, and that the position supersedes the role that the Director of the Faculty Development and
Instructional Design Center formerly played on the committee.

ARTICLE 15:
ACADEMIC COUNCILS AND COMMITTEES OF THE UNIVERSITY

15.9 Committee on Multicultural Curriculum Transformation

15.9.1. Composition  Membership of the committee shall consist of the following:

- Vice provost for academic planning and development, ex officio, nonvoting member;
- Director, Center for Black Studies, ex officio, voting member;
- Director, Center for Latino and Latin American Studies, ex officio, voting member;
- Director, Women's Studies, ex officio, voting member;
- Director of Faculty Development and Instructional Design Center, ex officio, nonvoting
  member;
- **Vice Provost for Faculty Affairs, ex officio, nonvoting member**;
- One faculty member from each degree-granting college;
- One supportive professional staff member who teaches regularly;
- One curricular dean, ex officio, nonvoting member

Faculty and staff members shall be appointed to serve three-year staggered terms beginning in the
fall semester, not to exceed two consecutive terms. All other members, or their designees, shall
serve continuous terms. Members shall be appointed by the Provost.

15.9.2 Chair  The chair position of the committee will rotate every two years among the directors
of the Center for Black Studies, the Center for Latino and Latin American Studies, and Women's
Studies.

15.9.3 Duties  The duties of the committee shall include the following:

1. To promote multicultural curricular transformation on campus;

2. To coordinate the biennial Multicultural Curriculum Transformation Institute and
   related programs;

3. To advise the provost and university bodies on multicultural curriculum
   transformation issues;

4. To submit an annual report on activities of the committee to the provost
It is the intention of the Office of the Provost to: 1) delete the Testing Services Director position; and 2) include two (instead of one) faculty or staff members to represent academic support units. Presently the academic support units have one voting member and another nonvoting member in the representative from Testing Services. The rationale for this change is that the academic support units have grown and warrant additional voting representation which may, at times, include Testing Services, but could also include other representatives from the academic support units.

ARTICLE 15:
ACADEMIC COUNCILS AND COMMITTEES OF THE UNIVERSITY

15.8 University Assessment Panel

15.8.1 Composition The University Assessment Panel shall consist of the following members:

- Associate Vice Provost for Academic Planning and Development;
- Two faculty members from each of the university’s academic councils, as follows:
  - from the Academic Planning Council, one member elected by the Council and one member appointed by the Provost to achieve balance among colleges;
  - from the Graduate Council, one member elected by the Council and one member appointed by the Provost to achieve balance among colleges;
  - from the Undergraduate Coordinating Council, one member elected by the Council and one member appointed by the Provost to achieve balance among colleges;
- One faculty member from the College of Law, appointed by the Dean of the college;
- One staff member from student affairs units, appointed by the Vice President for student affairs;
- One faculty or staff member from academic support units, appointed by the Vice Provost responsible for undergraduate education and the Associate Vice Provost for academic support services;
- One associate or assistant dean responsible for assessment, elected by those persons;
- One graduate student appointed by the Graduate Council;
- One undergraduate student appointed by the Undergraduate Coordinating Council;
- Coordinator for assessment services, nonvoting;
- Director of Testing Services, nonvoting;
- Director of Institutional Research, nonvoting

Terms shall be one year for appointed members and two years for elected members.