August 30, 2013

To: Alan Rosenbaum, Executive Secretary
   University Council

From: Anne L. Birberick
      Vice Provost

Subject: Undergraduate Coordinating Council
         2012-2013 Annual Report to the University Council

During the 2012-2013 academic year, the Undergraduate Coordinating Council (UCC) addressed a number of key issues originating from its six standing committees and from UCC members individually and collectively. The UCC appoints a voting representative (two, in the case of the General Education Committee) to each of the standing committees. Each of these committees has a faculty chair, who is normally not a member of the UCC. For the 2012-2013 academic year, these individuals were as follows:

Admissions Policies and Academic Standards Committee (APASC)
   Faculty Chair: Eric Mogren (HIST/LAS)
   UCC Representative: Arlene Keddie (NUHS/HHS)

Committee on the Improvement of Undergraduate Education (CIUE)
   Faculty Chair: Brian Mackie (OMIS/BUS)
   UCC Representative: Joel Stafstrom (BIOS/LAS)

Committee on the Undergraduate Academic Environment (CUAE)
   Faculty Chair: William Pitney (KNPE/EDU)
   UCC Representative: Michelle Lilly (PSYC/LAS)

Committee on the Undergraduate Curriculum (CUC)
   Faculty Chair: Melissa Lenczewski (GEOL/LAS)
   UCC Representatives: Gerald Aase (OMIS/BUS)

General Education Committee (GEC)
   Faculty Chair: David Gorman (ENG/ LAS)
   UCC Representatives: Carolyn VanderSchee (LEPF/EDU)
                    Katja Wiemer (PSYC/LAS)

University Honors Committee (HC)
   Faculty Chair: Barton Sharp (MGMT/BUS)
   UCC Representative: William Baker (ENGL/LAS/LIB)
                      William Goldenberg (MUSC/VPA)
In addition, one member of the UCC served as a representative on the University Assessment Panel: Jeanne Isabel (AHCD/HHS).

I would like to acknowledge the fine service of Cason Snow, who served as Faculty Chair of the UCC for several terms. Dr. Snow has accepted a position at another institution. The UCC Faculty Chair for the academic year 2013-2014 will be identified at the first meeting of the fall 2013 semester.

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COMMITTEE SUMMARIES

Summaries of the major actions of the six standing committees of the UCC during the 2012-2013 academic year are included below. These summaries were prepared by the faculty chairs of the respective committees, and these actions were subsequently approved by the UCC upon receiving the minutes of the standing committees.

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ADMISSIONS POLICIES AND ACADEMIC STANDARDS COMMITTEE

This annual report is based upon the minutes of the APASC meetings. The APASC met five times: September 5, October 31, November 28, February 6, May 8.

At the first meeting, Anne L. Birberick noted that long-time chair David Wade had retired and the committee needed a replacement. Eric Mogren, History, was elected. Birberick also reviewed the duties of the APASC and confirmed the meeting schedule for the 2012-2013 academic year.

APASC voted to accept the 2011-2012 Annual Report.

University Changes
Birberick reviewed the previous APASC’s action from the preceding year for new members, especially the plus/minus grading changes. The Committee approved new catalog language that reflected the new grading system.

APASC approved revised catalog language regarding the NIU 10-Year Forgiveness Policy. A student may enter and restart her/his previous NIU GPA.

The Committee considered a catalog proposal regarding readmission of former students. It was referred back to the Advising Deans for clarification and additional information, and ultimately approved.

APASC revisited the catalog language regarding policy for granting credit from community colleges, with an eye toward whether or not NIU students could fulfill a major program with an inappropriate amount of community college academic credit. The proposal was referred back to LA&S requesting additional information about the proposed changes, and with editorial suggestions. APASC did not approve the proposed catalog changes.
College Changes:

College of Education
APASC reviewed proposed catalog language that reflected curricular changes for the Vision Impairments and Special Education emphasis. The proposed catalog changes were referred back to the college with editorial changes and for additional information regarding the rationale for the changes. The proposed catalog changes were ultimately approved.

APASC reviewed proposed catalog changes reflecting a College request to lower the admission GPA for the Interdisciplinary Early Childhood Studies program from 2.75 to 2.5. The requested lowering of the GPA would make the program closer in line with NCATE requirements and other Illinois and national programs. The Committee referred the matter back to the College with a request for additional information about the proposed changes. APASC ultimately approved the reduction in grade point average for admission to the Interdisciplinary Early Childhood Studies program for both the College of Education and Health and Human Sciences.

College of Liberal Arts and Sciences:
The college requested catalog changes to the Secondary Science Teacher Certification of “a grade of C or better” in coursework required for certification. The proposal was referred back to the College for additional information, and ultimately passed by APASC.

APASC considered catalog changes regarding similar grade requirement for biochemistry. The proposal was referred back to the College for additional information.

The Committee approved a request to delete BIOS 104 from the Early Childhood Studies Interdisciplinary minor and the Nursing Major because the department is no longer offering the course.

APASC approved curriculum proposal and catalog language to create a Certificate in Public Sector Leadership proposed by Division of Public Administration, Department of Political Science.

The Committee tabled discussion on proposed catalog changes for Department of Physics teacher’s certification program, pending additional information from the College and/or department.

College of Business:
APASC approved catalog change requiring a C or better grade in the prerequisite for BUS 233.

The Committee approved the new Minor in Social Entrepreneurship, with minor editorial changes in the proposed catalog language.

The Committee approved revisions to MGMT 421 and MGMT 431 that's requires students to have a C or better in several prerequisite courses, and to include “consent of the department.”
**College of Engineering and Engineering Technology:**
The Committee approved catalog language that required MATH 155 with a C or better as a prerequisite for TECH 445.

**College of Health and Human Sciences:**
APASC referred the prerequisite decisions for FCNS 431 back to the FCNS to enable it to make internal decisions on a case-by-case basis. The Committee ultimately approved catalog changes.

The Committee considered proposed changes to the Early Childhood Studies Interdisciplinary Major, to lower the admission GPA from 2.75 to 2.5. The proposal was referred back to the College for additional information.

APASC approved the Nursing Limited Admission and Retention Renewal request.

**College of Visual and Performing Arts:**
The Committee approved catalog changes, with minor editorial suggestions, to give greater flexibility to the college to consider portfolio work in evaluating students for admission to its programs.

APASC approved catalog changes to the prerequisite language for ART 200 to accept as one prerequisite “Test for Academic Proficiency or equivalent.”

The Committee approved minor catalog changes regarding ARDT 201, and also changes that clarified the requirements for the Art and Design Education major.

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**COMMITTEE ON THE IMPROVEMENT OF UNDERGRADUATE EDUCATION**

The CIUE committee met on Sept 10 2012, Oct 8 2012, Feb 18 2013, March 18 2013 and April 22 2013. There were no grants offered this year.

The committee received 4 EUIA nominations. The EUIA award was given to James Pierce.

The committee received 9 nominees for the EUTA award. The EUTA award was given to Timothy Aurand, Rebecca Hannagan, and Betty Helen LaFrance.

At the April 22nd 2013, meeting Vice Provost Birberick talked about duplication of effort between committees and the need for an evaluation of the duties of several committees. To that end, a meeting was planned in May to have the committee chairs of the CIUE and CUAE meet with a sub-committee from the UCC that was looking at the overall structure of the committees.

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The CUAE initiated the academic year at the September 11th meeting. At this meeting, William Pitney was elected as chair. Wendell Johnson was elected as the CUAE representative on the Affirmative Action and Diversity Resources Committee. The committee worked to set the initial agenda for the remainder of the academic year:

1. Residence Hall Tours
2. Foundations of Excellence (Gip Seaver and Denise Rode)
3. National Survey of Student Engagement (NSSE) results and Committee duties discussion

At the October 9 meeting, the committee toured the residential facilities including Lincoln Hall, followed by Grant C tower (renovated last year) and ending at the new residential complex. The committee discussed the disparity between the new and updated halls as compared to Lincoln and believed a letter articulating this disparity, and supporting future renovations was in order.

At the November 13 committee meeting, Pitney presented a draft letter pertaining to the committee’s findings of the residence hall tour. After Committee review and acceptance, Pitney forwarded the Letter to Michael Stang and Kelly Wesener Michael (see attachment A).

Also at the November 13 meeting, the committee listened to a presentation by Dr. Denise Hayman, Director of CHANCE, who was a guest speaker at the meeting. The Committee also listened to Dr. Denise Rode, Director of Orientation & First Year Experience and Dr. Earl “Gip” Seaver, Deputy Provost, each of whom spoke about the Foundations of Excellence report. Both reports were designed to provide the committee with information in order to identify potential tasks pertaining to the mission of the CUAE.

Dr. Julia Spears, Director of the Office of Student Engagement and Experiential Learning (OSEEL) and Dr. Greg Barker, Director of Testing Services were guests at the February 12th meeting to report on the NSSE (National Survey of Student Engagement) data. The committee discussed these findings as well as previous reports as they related to duties and actions of the committee and identified March and April topics to further this discussion:

1. Study Abroad
2. Community Service
3. NGOLD Program and Civic Engagement

Also discussed was potentially combining the CUAE and CIUE committees, particularly since the latest budget rescissions have minimized the CIUE duties. The committee
also discussed examining further the philosophy statement put forth by the Foundations of Excellence task force and the appropriateness of the committee endorsing such a statement.

A quorum was not present at the March 19 meeting. However, the members in attendance did listen to Lauren Mock, Program Administrative Assistant in the Study Abroad Office, International Programs who was invited as a guest speak for that meeting. She gave an overview of the current study abroad program. Pitney urged those in attendance to weigh and consider the content of the presentation in regards to whether the committee might identify any future action steps.

At the April 9th meeting the committee reviewed the Foundations of Excellence task force Philosophy Statement. The committee voted to endorse this statement (see attachment B). Also at this meeting the committee received presentations from Liz McAllister from Student Involvement and Leadership Development related to Community Service as well as Ben Bingle from NGO Leadership and Development presenting on the NGOLD Program and Civic Engagement.

**Attachment A**

DATE: February 5, 2013

TO: Kelly Wesener Michael, Acting Vice President for Student Affairs & Enrollment Management ; Michael Stang, Housing & Dining Executive Director

FROM: Committee on the Undergraduate Academic Environment (CUAE)

RE: CUAE Fall 2012 Residence Hall Facility Tour

CC: Anne L. Birberick, Vice Provost

The purpose of this correspondence is twofold. First, we wish to declare support for the University’s current efforts to improve the campus residential facilities. Second, we write to encourage continued and ongoing renovations of the campus residential space.

One of the duties of the CUAE is to evaluate the campus housing facilities on the learning environment and, hence, on Tuesday, October 9, 2012 the CUAE members toured Lincoln Hall, Grant Tower C, and New Residential Complex. Moreover, the CUAE examined print material regarding current construction and renovation projects on campus (eg, Gilbert Hall, Outdoor Recreation Complex). The committee was impressed with the academic environment in the New Residential Complex, and the current renovations to Grant Towers. In particular, the students’ access to computer labs and tutors was excellent and the living quarters were favorable for engaging in the process of learning. We applaud the university’s focus to construct and refresh housing, dining, and recreation facilities that provide students with an environment that is beneficial to both quality of life and our students’ pursuit of learning.
The committee observed, however, a substantial disparity in the living quality of Lincoln Hall as compared to Grant Tower C and the New Residential Complex. Although some renovations have been completed in Lincoln Hall (e.g., game room renovation, paint, carpeting), the living quarters were neither spacious, nor modern. Indeed, the living quarters were cramped and outdated. Thus, while substantial progress is being made with the campus-wide initiative to improve specific facilities, we urge the NIU administration to continue to identify residential facilities in need of improvements to provide students with an inviting and comfortable living arrangement. Lincoln Hall is one such facility in need of substantive renovations.

Thank you for your time and consideration of this matter.

Attachment B

Philosophy Statement

Northern Illinois University recognizes the first year of college is central to setting the foundation for a successful higher education experience and for developing informed and engaged citizens. As such, we seek to:

. Help first-year students transition into, and succeed in, the NIU college experience.
. Stimulate intellectual curiosity, creativity, and exploration of information and ideas as well as mastery of content.
. Encourage students to connect with faculty mentors, advisers, and upper-division students
. Provide students with opportunities for exposure to and interaction with individuals from a wide variety of backgrounds and belief systems.
. Cultivate a supportive environment through mutual respect, shared responsibility, and a campus ethic of care.
. Foster moral and ethical development that encourages self-reflection and individual responsibility.
. Guide and assess student engagement and recognize students as partners in the first-year process experience.

We strive to engage first-year students in varied in-class and out-of-class opportunities that encourage them to connect with and become contributing members of the Huskie Community.

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COMMITTEE ON THE UNDERGRADUATE CURRICULUM

The primary responsibility of the Committee on the Undergraduate Committee (CUC) is to review and approve all undergraduate curricular items (including program of study, program deletions, program revisions, certificates of undergraduate study, other curricular revisions, and course deletions, additions, and revisions) as forwarded to the CUC in the minutes of the curriculum committees of NIU’s six undergraduate/graduate colleges, and through other proper channels, for inclusion in the undergraduate catalog. The CUC met five times during
the 2012-13 academic year. The following undergraduate curricular items were approved and subsequently received by the Undergraduate Coordinating Council. Some of these curricular changes may need additional approvals before inclusion in the catalog.

**Courses/Catalog Revisions Recorded**

- 53 new undergraduate courses
- 73 undergraduate courses deleted*
- 184 undergraduate course revisions** #
- 121 other Undergraduate Catalog revisions (see also Academic Instructional Units)

* includes the deletion of 11 NURS courses that are obsolete after the addition of a number of new NURS courses a couple of years ago
** includes revisions in course number, title, credit hours, descriptions, and/or prerequisite/corequisite
# includes 16 courses that changes from IDSP to BKST (Black Studies)

**Academic Instructional Unit Revisions of Note Recorded**

- Admission
  - Revision to Readmission policy
- General Education
  - New courses in Humanities and Arts
    - ARTH 310
    - ARTH 320
    - ARTH 330
    - ARTH 340
    - ARTH 350
    - ARTH 370
    - ARTH 380
    - POLS 251
  - New courses in Interdisciplinary Studies
    - ARTE 109
    - ARTH 360
    - CLCE 100
- College of Business/Department of Management
  - The minor in business administration was moved from the College of Business section to the Department of Management, as well as the BADM courses
Department of Management
   New minor in Social Entrepreneurship

Department of Special and Early Education and School of Family, Consumer and Nutrition Sciences
   Change in GPA required for admission to Early Childhood Education program from 2.75 to 2.50

School of Allied Health and Communicative Disorders
   Change in the name for the major in clinical laboratory sciences to medical laboratory sciences

College of Liberal Arts and Sciences
   New minor in Religious Studies

College of Liberal Arts and Sciences and Environmental Studies
   Move the minor in Environmental Studies from the college section to Environmental Studies

The Center for Non-Governmental Organization Leadership and Development
   New minor in Community Leadership and Civic Engagement

Department of Political Science
   New emphasis for the B.A./B.S. in Political Science in Justice and Democracy: The American Experiment

Other issues or items of business that were discussed during the 2012-13 academic year were:

   Implemented Vibe.
   APPM language discussed, some revisions proposed.
   Revisions to CUC bylaws were proposed and approved by the UC in May, 2013.

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GENERAL EDUCATION COMMITTEE

This is a summary report of the activities of the General Education Committee during academic year 2012-2013.

From October to April, the GEC met six times. It reviewed 34 resubmissions, mostly from mathematics and the sciences, since this was category of general education courses due for review in the cycle that we follow (posted on our webpage: http://www.niu.edu/gened/committee/cycle/index.shtml). In addition, the GEC reviewed 12 new submissions and 2 interim status reports.

To carry out this business, the GEC continued to use the simplified submission and resubmission forms introduced in 2011-2012; both the committee and (more importantly)
the departments seem quite satisfied with this practice, and no changes are contemplated. A practice introduced this year was to post and read information on Novell Vibe; I doubt anyone on the committee would disagree that this has involved difficulties as well as benefits, but as this is not unusual with technological changes, I expect we will continue to work with Vibe in the coming year.

Another innovation this year was the appointment of a General Education Coordinator, Michael Kolb. There was some concern, when the creation of this position was under consideration last year, that there might be conflicts or other difficulties in the relationship between the GEC and the coordinator, but this year the opposite was the case. Aside from a review and update of the Gen Ed webpage and work on developing and maintaining a database, Michael’s major undertaking for this year was to lead the General Education Visioning Task Force, which was created by a motion at the GEC’s September meeting (see item V.D in the minutes for that meeting). As you know, this group aims to initiate the long-contemplated revision of NIU’s general education curriculum.

In addition to its activity of reviewing submissions and resubmissions, the GEC made various revisions to the bylaws (see item IV.C1 in the October minutes, and V.B in February) and the APPM (see item IV.C2 in the October minutes); in addition, various revisions were made to the catalog (item V.B for October, item V.B for November). By far the major activity for the GEC outside routine matters turned out to be responding to the objections coming from the Colleges of Liberal Arts and Sciences and Visual and Performing Arts to what all of us on the GEC thought was a wording change concerning the fulfillment of distributive requirements in the arts and humanities designed to reflect the change in course offerings, made at the September meeting (see item V.A). The issue continued into the spring semester, and was discussed at length at the meetings in February (see item V.A), March (IV.C), and April (III.C). Since the disposition of this matter represented a compromise that was unsatisfactory to some of the members of the GEC, I daresay there will be further attention to the topic paid in 2013-2014.

Speaking of next year, a point to keep in mind is that the GEC adjourned without electing a chair for the upcoming year.

Please let me know if I can supply any further information.

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**UNIVERSITY HONORS COMMITTEE**

It has been my pleasure to continue in my role as the chair of the University Honors Committee for the 2012-2013 academic year. As usual, it has been a busy and eventful year for the committee.

The committee met seven times over the course of the academic year. When necessary and prudent we also handled a number of issues outside of normal meeting times via e-mail discussions and votes facilitated by Joanne Ganshirt. Working groups were formed to deal with issues of assessment, to select students to receive Honors scholarships and tuition waivers, to develop a proposal to establish a University Honors Faculty status, and to
discuss criteria for choosing a recipient of the Joanne Ganshirt Award for Outstanding Service to University Honors.

Although the population of students enrolled in the University Honors program still falls short of being fully representative of the university population as a whole, we continue to see promising demographic trends thanks in large part to the efforts of Jes Cisneros and the rest of the University Honors administrative team. Our intention is to continue reaching out to qualified minority and nontraditional students both to understand why so few choose to become part of the Honors program as well as to hopefully increase the number which choose to do so. The committee has also made significant progress in the past year in developing a proposal to establish a formal University Honors Faculty status. The proposal is being made with multiple goals in mind. First, we want to ensure that our Honors students are receiving the best possible classroom experience from the most qualified faculty. Second, we would like to incentivize more top faculty to take part in Honors teaching in some capacity in order to better serve our growing student population. Third, we would like to create a certain sense of esprit de corps among faculty members who are active in the Honors program in order to facilitate identification, loyalty, and the sharing of best practices across departments and colleges that may not happen as readily when faculty members associate themselves primarily or exclusively with their departments. We can accomplish those goals by developing standards and criteria which faculty members must meet in order to achieve and maintain Honors Faculty status, by recognizing and conferring a visible form of status on qualified faculty members, and by using the Honors Faculty status as a vehicle to bring together like-minded individuals from across the university. As of the end of the Spring 2013 semester a proposal had been drafted, discussed by the committee at several meetings, and rewritten based on the feedback received. It is our intention to finalize a proposal early in the Fall 2013 semester which can then be forwarded through the administrative process.

The committee was involved with assisting in the development and roll-out of new assessment tools meant to provide continuing feedback on the quality of Honors capstone projects. This will allow the program to identify areas in which goals for student achievement are not being reached and take steps to improve the process. We also gave approval to Dr. Christopher Jones’ proposal to form a University Honors Student Advisory Committee consistent with best practices in peer and aspirant programs. The committee provided feedback to Dr. Jones on a new freshman study abroad program to Montreal and the possibility of offering more favorable library loan policies to Honors students. We also continued discussions on the ongoing efforts to tailor University Honors programs to the needs of the various colleges in a more customized way, exemplified by the work of Dr. Nicholas Pohlman in the College of Engineering & Engineering Technology.

We were pleased to review applications for a number of Expand Your Education (EYE) grants, Summer Scholar candidates, and nominees for the Great Professor Award. A proposal for criteria for the Joanne Ganshirt Award has been drafted, and plans have been made to honor Ms. Colleen McLaughlin during the Fall 2013 semester as the recipient of the University Honors Outstanding Alumni Award.

Over the past year the committee has gladly welcomed Jason Goode as the new Assistant to the Associate Vice Provost for University Honors, and sadly bid farewell to Dr. Christopher Jones as the Associate Vice Provost. Over the past year Dr. Jones’ enthusiasm, energy, and
dedication towards the University Honors program has been instrumental in continuing to build and improve the program. While he will certainly be missed, the committee was exceedingly pleased to be involved with the selection of Dr. J.D. Bowers as the new Associate Vice Provost. His vision for the future of the program is inspiring, and I look forward to working with him to start achieving it over the coming years.