December 17, 2014

To: William Pitney, Executive Secretary
   University Council

From: Carol Thompson, Faculty Chair
       Undergraduate Coordinating Council

Anne L. Birberick
Vice Provost

Subject: Undergraduate Coordinating Council
   2013-2014 Annual Report to the University Council

During the 2013-2014 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 2013-2014 academic year, these individuals were as follows:

Admissions Policies and Academic Standards Committee (APASC)
   Faculty Chair: Eric Mogren (HIST/LAS)
   UCC Representatives: Joel Stafstrom (BIOS/LAS) Fall 2013
                        Joanna Kot (FL&L/LAS) April 2014

Committee on the Improvement of Undergraduate Education (CIUE)
   Faculty Chair: Brian Mackie (OMIS/BUS)
   UCC Representative: Linda Matuszewski (ACCY/BUS)

Committee on the Undergraduate Academic Environment (CUAE)
   Faculty Chair: King Chung (AHCD/HHS)
   UCC Representative: C.T. Lin (CHEM/LAS)

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

General Education Committee (GEC)
   Faculty Chair: David Gorman (ENGL/LAS)
   UCC Representatives: Cynthia Campbell (ETRA/EDU)
                      Katja Wiemer (PSYC/LAS)

University Honors Committee (HC)
   Faculty Chair: Barton Sharp (MGMT/BUS)
   UCC Representative: Masih Shokrani (AHCD/HHS)
In addition, one member of the UCC served as a representative on the University Assessment Panel: Arlene Keddie(AHCD/HHS) Fall 2013; Meredith Ayers (LIB) Spring 2014.

The UCC Faculty Chair for the academic year 2014-2015 will be identified at the first meeting of the fall 2014 semester.

* * * * *

COMMITTEE SUMMARIES

Summaries of the major actions of the six standing committees of the UCC during the 2013-2014 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.

* * * * *

ADMISSIONS POLICIES AND ACADEMIC STANDARDS COMMITTEE

Admissions Policies and Academic Standards Committee, 2013-2014
This annual report is based upon the minutes of the APASC meetings.
The APASC met six times: October 2, October 30, November 20, February 5, March 6, and April 9.

At the first meeting, Eric Mogren, History, was re-elected chair. Birberick also reviewed the duties of the APASC and confirmed the meeting schedule for the 2013-2014 academic year.

APASC voted to accept the 2012-2013 Annual Report.

University Changes
APASC approved revised catalogue language regarding “D” grades. Because of the University use of MyNIU, NIU was no longer able to apply the formula that had been in place for accepting transferred “D” grades and consequently no longer in compliance with Illinois Articulation Initiative (IAI). The compliance problem applied to “D” earned at both Community College and other four-year institutions. The Committee approved new catalogue language that NIU would accept completed transfer work with a grade of “D” or better, but also cautioning that some programs, majors, minors, prerequisites, etc., may require a higher grade.

College Changes
College of Education
The Committee approved catalogue language modifying slightly the requirements for the Special and Early Education Emphasis 2: Vision Impairment. The word “cumulative” was added to modify the NIU GPA required for the program.

The Committee approved a prerequisite of “C” or better for KNPE 305, 314, 445, 452, 463.

The Committee approved a title change in the catalog for Limited Admissions and Limited Retention in the Department of Literacy and Elementary Education.
The Committee approved a request from SEED/Special Education to lower the required cumulative GPA from 3.0 to 2.5.

College of Law and Liberal Arts and Sciences (Political Science)
The Committee approved catalogue language for the Six-Year (3+3) Integrated B.S. or B.A./J.D. in Political Science and Law.

College of Engineering and Engineering Technology
The committee approved substantial catalogue changes for transfer students into CEET Emphasis 7: Applied Manufacturing and Technology, including a limited retention requirement of a grade of “C” or better in MATH 155 for all majors.

College of Health and Human Sciences
The Committee approved language requiring students who have completed courses more than five years prior to admission to the Nursing program to retake those courses to meet major requirements.

The Committee approved new language requiring students who wish to be admitted to the Nursing program provide evidence that they have met the department requirements for clinical experience. Such clinical experiences are required for admission to the program for continued participation in the major.

The Committee approved language requiring a grade of “C” or better for FCNS 304, a prerequisite for FCNS 320. The Committee also agreed to language requiring a grade of “C” or better for FCNS 398.

The Committee approved changes to FCNS 289 and FCNS 299 that established a formula for awarding NIU credit for students who possess an A.A.S. degree, up to a limit of 30 credits.

The Committee approved clarification of the degree completion language for the B.S. in Textiles, Apparel and Merchandising Degree Completion Program.

The committee approved a grade of “C” or better for required courses FCNS 180, FCNS 280, FCNS 284, or PSYC 225 or the new FCNS 485 course.

College of Liberal Arts and Sciences
The Committee approve catalogue language clarifying who can be a Visiting Student and the number of credit hours a Visiting Student may earn (limited to 15 credit hours) with that temporary admission status. Additionally, students who wish to take additional credits as a Visiting Student must reapply through the Admissions Office.

The Committee approved a 2.7 GPA requirement for 200-level courses for Educator Licensure – Environmental Sciences.

College of Visual and Performing Arts
The Committee approved a renewal of limited admission and retention requirements for the School of Music and the School of Theater and Dance.

* * * * *
COMMITTEE ON THE IMPROVEMENT OF UNDERGRADUATE EDUCATION

Annual Report for the Committee on the improvement of Undergraduate Education

By Brian Mackie (Chairperson of CIUE)


The committee received 6 applications for the David Raymond Grant for Use of Technology in Teaching. After evaluation of the applications, Brianno Coller was selected recipient. The committee received 4 nominees for the Excellence in Undergraduate Instruction Award. The Excellence in Undergraduate Instruction Award was given to Kimberly Gatz.

The committee received 9 nominees for the Excellence in Undergraduate Teaching Awards. The Excellence in Undergraduate Teaching Awards were given to Toni VanLaarhoven, Mary Lynn Henningsen and Geoffrey Pynn.

COMMITTEE ON THE UNDERGRADUATE ACADEMIC ENVIRONMENT

Northern Illinois University

COMMITTEE ON THE UNDERGRADUATE ACADEMIC ENVIRONMENT
2013-2014 Annual Report

Members of the Committee:
- T. Bough (VPA)
- K. Chung (HHS)
- K. Gasser (LAS)
- M. Kolb (Acting Associate Vice Provost for Vice Provost Birberick)
- W. Johnson (LIB)
- C. Lin (UCC)
- V. Krishnan Palghat (BUS)
- R. Moore (Campus Activities Board-student rep)
- W. Pitney (EDUC)
- M. Stang (Ex Officio, Student Housing Services)
- J. Stevens (Student-LAS)
- M. Tucker (Ex-Officio, Student Affairs &Enrollment Management)
- J. Zambito (Ex Officio, Student Involvement and Leadership Development)
The CUAE initiated the academic year at the September 10th meeting. At this meeting, King Chung was elected as chair.

Pitney, the committee chair of 2012-13, reported that the chairs of CUAE and CIUE and several members from UCC met to discuss possible integration in spring 2013 because the two committees overlap in some aspects and both committees struggle to find actionable items/things to move on due to budget cuts and other factors. Pitney summarized the discussion and forwarded it to Birberick, the then Associate Vice Provost, who indicated she was not able to proceed further during the summer.

The committee then worked to set the initial agenda for the remainder of the academic year. Possible topics include:

1. Financial aid options for students
2. How well on-campus housing work for students and what are the alternatives
3. Get to know the new Vice President of Student Affairs and Enrollment Management’s vision/approach
4. Building improvements
5. UNIV 101 and its impact on student retention and GPA

At the November 12 meeting, Kolb presented information on the General Education Visioning Task Force and explained:

- the charge of the task force
- their work ties with the national movement of curriculum reform and the Great Journeys Strategic Plan
- their focus on integrating freshman/senior experiences, professional programs, and curricular vs. co-curricular activities
- the need to identify and improve student learning outcomes and educational goals through curricular reform
- survey results on student needs created by the task force

Kolb asked the committee to take on an issue or work in tandem with the task force. During the discussion, the courses UNIV 101 and 201 were brought up. These courses were designed to help students connect with professors and other freshman, help them make use of campus resources, and help them become aware of the nuances of campus life. The funding for these courses, however, has been cut in recent years, e.g., the stipend for teaching the 12 week course is $1000. Currently, the 1-credit UNIV101/201 are not mandatory. Bough suggested to invite Denise Rode, Director of First Year Experience UNIV 101/201, to the following meeting to discuss UNIV101.
At the Feb 11, 2104 meeting, Rode and Kelly Smith, Assistant Director of First Year Experience UNIV. 101/201, were invited to speak about UNIV 101/201. Rode and Smith discussed the following topics with the group:

- the philosophy of offering the courses
- the existing model of the majority of the UNIV courses (i.e., large lecture + break-out sections)
- college-specific models
- the instructor selection process
- the context of the course in the university (i.e., re-envisioning a helpful course instead of fixing something that is broken)
- benefits of the courses
- issues to consider if UNIV 101 were to be required
- the possibility to change from a 12-week to a 15-week course
- enrollment limitations (i.e., UNIV 101 for 1st semester freshmen only; and UNIV 201 for 1st semester transfer students only), and
- other resources and factors to be considered.

The committee continued to discuss various topics related to the UNIV 101/201 in the meeting and in the following meeting in March. Additional topics were addressed:

- whether to remove the “first-semester” requirement
- statistical data regarding the retention of students who took or did not take the UNIV courses
- importance of student retention
- support of the university leadership
- faculty compensation for teaching the courses
- different course offering models, e.g., as an intensive course prior to the start of the fall semester + once-a-month meetings with the instructor in the rest of the semester
- addition of academic components to the courses
- possible recommendations to the university
• how to make the course better known across campus
• faculty experience as an instructor
• the amount of faculty training needed to teach the courses
• recruitment of Presidential Teaching professors to teach the courses

Kolb also shared with the committee his conversations with the President of the University and upper administration between the Feb and Mar meetings.

Based on the above discussions, Bough generated the following list of recommendations:

1) Making UNIV 101 an institutional priority and send a consistent message from university personnel to students of its value. The value of UNIV 101/201 includes, but is not limited to:
   a. aiding in the transition from high school or two-year institutions to our four-year university
   b. promoting awareness of institutional resources
   c. orienting students to the academic expectations in higher education
   d. creating a space to discuss issues of appropriate behaviors expected of students
   e. developing and strengthening transferable skills such as communication, critical thinking and how to utilize resources for academic success

2) Enhance faculty engagement in UNIV 101/201 courses. Potential strategies may include:
   a. increase the compensation for teaching a course to $5000 dollars or one month of salary
   b. decrease the duration of training
   c. incentivize the training by offering remuneration
   d. promote team teaching of courses to decrease the time commitment

3) Explore, in the same semester, implementing various UNIV 101/201 course models including, but not limited to:
   a. college specific course
   b. dual mode
   c. intensive
   d. traditional

4) Continue to offer UNIV 101/201 as an elective course; do not move to make this a required course at this time.

5) Examine whether having UNIV 101 offered at no cost to all first semester full-time students would aid in recruitment, retention, and academic success
6) Explore the development of a course similar to UNIV 101/201 to be offered during the second semester to students on academic and/or financial probation. The committee approved the list and submitted it to Kolb for further discussions with the administrators in the university.

* * * * *

COMMITTEE ON THE UNDERGRADUATE CURRICULUM

Committee on the Undergraduate Curriculum
Annual Report
May, 2014

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 seven times during the 2013-14 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

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>new undergraduate courses</td>
</tr>
<tr>
<td>20</td>
<td>undergraduate courses deleted</td>
</tr>
<tr>
<td>322</td>
<td>undergraduate course revisions* #</td>
</tr>
<tr>
<td>150</td>
<td>other Undergraduate Catalog revisions (see also Academic Instructional Units Revisions of Note below)</td>
</tr>
</tbody>
</table>

* includes revisions in course number, title, credit hours, descriptions, and/or prerequisite/corequisite

# includes the change for all TLEC and TLSE courses to SEEC, SESE, and SEVI

Academic Instructional Unit Revisions of Note Recorded

New General Education Courses
Interdisciplinary Studies Area:
   LGBT 350. Lesbian, Gay, Bisexual, and Transgender Studies

Major in Applied Management (B.S.)
Department of Literacy Education
  Changed its name to Literacy and Elementary Education

Department of Special and Early Education
  New degree: Major in Community Education (B.S.) (still waiting final approval from the IBHE)

Department of Technology
  New emphasis in the Major in Technology: Applied Manufacturing Technology

College of Liberal Arts and Sciences
  New Minor: LGBT Studies

  New Certificate of Undergraduate Study
    Women and Gender Studies

Department of Communications
  New Certificate of Undergraduate Study
    Digital Media Production

Environmental Science
  New emphasis in the Major in Environmental Science: Educator Licensure – Environmental Science

Department of Political Science
  New: Six-Year (3+3) Integrated B.S. or B.A./J.D. Program in Political Science and the College of Law Admission

School of Art
  Changed its name to School of Art and Design

**Other issues or items of business that were discussed during the 2013-14 academic year were:**

  APPM language discussed, a number of revisions were proposed.

  * * * * *
TO: Anne Birberick, Vice Provost,  
Michael Kolb, Associate Vice provost  
FROM: Josephine Umoren, 2013-2014 Chair  
General Education Committee  

The 2013-2014 General Education Committee (GEC) worked under unusual circumstances due to the uncertainty of the direction of general education at NIU. In spring 2013 the provost charged the General Education PLUS Task Force with reviewing general education at NIU for purposes of updating the program. While many of the GEC members were also on the GEC PLUS Task Force, the GEC was formally updated on the activities, and assisted in informing and encouraging the community to participate in the surveys administered by the task force. In the midst of this, the GEC continued with its regular duties including review of submissions for new courses to the general education program, and resubmissions in the review cycle, with the understanding that the assessment may change, prepared for the Higher Learning Commission visit, and worked with the General Education PLUS Task Force.

HLC Report and GEC

The committee assisted Associate Vice Provost M. Kolb in finalizing the general education program assessment report that was prepared as part of the university self-study report for the Higher Learning Commission site visit in March 2014. The general education program assessment report was finalized in fall 2013 and submitted to the provost for inclusion in the university report for the HLC. It was suggested that digitizing the GEC evaluation form would be a more efficient way of keeping the data. This recommendation was implemented immediately.

Resubmissions:

In the midst of the considerable work on the revision of the general education program, the GEC continued its work with resubmissions. The GEC had a number of items to follow-up with from the previous year. The chart below thus includes needs from as far back as 2012. The chart below includes the departments that have had incomplete resubmissions in previous years. For most departments the assessment is the limiting factor along with rubric used. In addition, the plan on how assessment results will be used to improve the course is not always apparent. The chart also shows courses for which resubmissions or new submissions were approved.

<table>
<thead>
<tr>
<th>Course</th>
<th>Action Taken</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 240</td>
<td>Additional information requested</td>
<td>Needs to provide rubric for questions 1 and 2</td>
</tr>
<tr>
<td>CSCI 205</td>
<td>Requested additional information</td>
<td>Dept. to provide update on use of assessment data</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Not approved - additional data requested</td>
<td>Requested to explain assessment and use of assessment data</td>
</tr>
<tr>
<td>PHYS 150A</td>
<td>Not approved - additional data requested</td>
<td>Dept. asked to provide assessment plan and use of results</td>
</tr>
<tr>
<td>PHYS 180</td>
<td>Not approved - additional information</td>
<td>Requested to explain assessment and use of data</td>
</tr>
<tr>
<td>Course</td>
<td>Approval Status</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>PHYS 181</td>
<td>Not approved - additional data requested</td>
<td>Need explanation of assessment method and use of results</td>
</tr>
<tr>
<td>PHYS 253</td>
<td>Conditionally approved – pending recipient of additional data</td>
<td>Asked to provide assessment data</td>
</tr>
<tr>
<td>PHYS 273</td>
<td>Not approved - additional data requested</td>
<td>Requested to explain assessment and use of data</td>
</tr>
<tr>
<td>POLS 285</td>
<td>Submission conditionally acceptable pending assessment data.</td>
<td>Dept. asked to provide assessment data and use of results.</td>
</tr>
<tr>
<td>SOCI 170</td>
<td>Submission has no assessment plan</td>
<td>Dept. asked to provide interim report with assessment data and use of results.</td>
</tr>
<tr>
<td>SOCI 250</td>
<td>Acceptable submission but no assessment plan</td>
<td>Dept. asked to provide interim report with assessment data and use of results.</td>
</tr>
<tr>
<td>SOCI 260</td>
<td>Acceptable submission but no assessment plan</td>
<td>Dept. asked to provide interim report with assessment data and use of results.</td>
</tr>
<tr>
<td>SOCI 270</td>
<td>Acceptable submission but no assessment plan</td>
<td>Dept. asked to provide interim report with assessment data and use of results.</td>
</tr>
<tr>
<td>PSPA 220X</td>
<td>Approved as general education course since cross listed with POLS 220.</td>
<td>Department informed must coordinate assessment with POLS 220.</td>
</tr>
<tr>
<td>GEOL 121</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>LGBT 350</td>
<td>Approved as a new Gen Ed. course</td>
<td>New submission</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Requested more information</td>
<td>Dept. asked for course resubmission. Dept. informed committee they would respond by June 2014.</td>
</tr>
<tr>
<td>COMS 100</td>
<td>Approved</td>
<td>Dept. asked to provide assessment data multiple times</td>
</tr>
<tr>
<td>HIST 381 &amp; HIST 382</td>
<td>Resubmission incomplete</td>
<td>Dept. asked to provide assessment plan, rubric, data and use of results</td>
</tr>
<tr>
<td>ENG 103, ENG 104 &amp; ENG 105</td>
<td>Approved – however Committee noted department assessment plan does not match stated goal</td>
<td>Dept. requested to change goal to A.IV from A.III based on assessment plan</td>
</tr>
<tr>
<td>ENG 350</td>
<td>Approved</td>
<td>New submission</td>
</tr>
<tr>
<td>ISYE 335</td>
<td>Resubmission incomplete</td>
<td>Dept. asked to provide assessment data.</td>
</tr>
<tr>
<td>STAT 208, STAT 301 and STAT 350</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>UBUS 223</td>
<td>Removed from general education program.</td>
<td>Department requested the removal.</td>
</tr>
<tr>
<td>ANTH 103</td>
<td>Approved pending receipt of rubric</td>
<td>Department asked to provide rubric</td>
</tr>
</tbody>
</table>
**HLC feedback**
The year ended on a positive note for the GEC regarding HLC feedback. The preliminary HLC report was positive regarding the general education program and the direction of the PLUS Task Force.

**2014 Resubmission**
Humanities and Arts course are up for review in the next cycle for which resubmissions would be due fall 2014. However, the decision was made to postpone resubmissions to January 5, 2015, depending on the trajectory of the program revision.

**2013 General Education Assessment Plan**
The plan for assessing general education program is yet to be decided upon. A GEC subcommittee composed of non-PLUS members reviewed the PLUS Task Force’s proposal and is working on recommendations on the structure of the GEC assessment plan based on results of the PLUS plan. The discussion at hand is the relationship between the baccalaureate goals and the general education goals. The general education goals would become a subset of the baccalaureate goals. The general consensus was that the general education committee would determine the course categories based on the assessment of the baccalaureate goals. The plan relies heavily on the final plan to be identified by the general education PLUS Task Force. This would be the work of the GEC in the next academic year following.

* * * * *

**UNIVERSITY HONORS COMMITTEE**

TO: Anne Birberick, Vice Provost

FROM: Barton M. Sharp

It has been my pleasure to continue in my role as the chair of the University Honors Committee for the 2013-2014 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, this time under the capable guidance of Associate Vice Provost J.D. Bowers. 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 recipients of the annual University Honors Outstanding Alumni award, and to continue working on a proposal to establish a University Honors Faculty status.

One of our significant efforts this past year was to move closer to a formally approved University Honors Faculty Status. We feel that this status will be a powerful tool for insuring that our students receive the highest quality Honors experience possible. The proposal, which was prepared in consultation with members of the University Honors Committee from across campus, focused on offering developmental workshops about the logistics and pedagogy of the Honors program, implementing reasonable metrics for the quality of the educational experience being offered to the students, and building a sense of community among Honors-active faculty that can facilitate the cross-campus sharing of best practices. As of the end of the year the proposal was ready to be forwarded through the administrative process, and we had high hopes for a positive reception.
The committee continues to offer advice and guidance to those directly involved with developing assessment tools and procedures for assessment of the various learning objectives within the University Honors program. The committee has offered their wholehearted support to Dr. Bowers in his ongoing effort to attract more students into the outstanding study-abroad opportunities available to students, including the trips to China and Canada. Collectively we feel that these programs have incredible value for students but are unfortunately undersubscribed. We as a committee would like to find ways to further encourage students to take part.

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.

Over the past year the committee has seen a number of staff members come and go. While the dedicated members of Dr. Bowers’ team do an excellent job of serving our students, there is an opportunity to do even more with a stable, permanent set of support personnel. We as a committee stand ready to assist in any way possible.

Respectfully submitted,

Barton M. Sharp

Associate Professor, Department of Management
Chair, Honors Committee, 2013-2014