APPROVAL OF AGENDA

Changnon called the meeting to order; he is serving as chair in Lenczewski’s absence. He asked if the following items could be addressed out of order in light of guests present: CBUS #2, CBUS #3, CHHS #2, CLAS #1, UNIV 198, Baccalaureate Review Task Force Report. Ballantine made a motion, seconded by Solares-Larrave, to APPROVE THE AGENDA AS AMENDED. Motion passed unanimously.

ANNOUNCEMENTS

1. Approved minutes from September 16, 2010.

CONSENT AGENDA

Aase made a motion, seconded by Wallace, to RECEIVE THE CONSENT AGENDA. It was pointed out that the new course proposal discussed in College of Business #1 should be UNIV 198. The motion was amended as follows: to RECEIVE THE CONSENT AGENDA WITH A NOTE THAT UNIV 199 IN COLLEGE OF BUSINESS #1 SHOULD BE 198. Motion passed unanimously. [Note: Smith notified the college of this motion and was informed that at the time of the discussion, the proposal was UNIV 199.]

The following college minutes with no undergraduate-level curricular items were so received.

College of Engineering and Engineering Technology #1

The following college minutes with undergraduate-level curricular items were so received.

College of Business #1
College of Education #13 (AY 2009-10)
College of Education #1
College of Health and Human Sciences #1
**College of Business #2**

Changnon pointed out the proposal for a new minor on pages 2-3. Regarding the courses from outside the college, the department has received communication from the Departments of Psychology and Economics that there is space for these students. They have not heard back from Statistics. Aase noted that these are courses already required of business students. Also, because of the “C or better” language, this also needs to be approved by APASC. Ballantine asked how many students would take the minor and Gordon responded that it would be about 20-25. It was established that there is not a requirement of foreign language proficiency; that a lot of business students are successful in international situations without that background. Aase made a motion, seconded by Solares-Larrave, to RECEIVE THE UNDERGRADUATE CURRICULAR ITEMS IN BUSINESS # 2 (9/14/10) PENDING APASC APPROVAL. **Motion passed with one abstention.**

**College of Business #3**

Changnon pointed out the Career Compass proposal, including new course UBUS 100. Ballantine asked if there were other courses for no credit and Smith responded that there are such courses, mostly portfolios for various departments. The S/U grading was noted. Aase made a motion, seconded by Solares-Larrave, to RECEIVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF BUSINESS MINUTES #3 (9/28/10) PENDING APASC APPROVAL. **Motion passed unanimously.**

**College of Education #14 (AY 2009-10)**

Changnon reported that APASC tabled the undergraduate items in these minutes for further discussion. They are proposing multiple blocks of courses all requiring a C or better. Schneider made a motion, seconded by Ballantine, to TABLE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF EDUCATION #14 (5/4/10). **Motion passed unanimously.**

**College of Health and Human Sciences #2**

In these minutes are a number of new course proposals for Nursing. Changnon noted that every 10 years the American Association Colleges of Nursing (AACN) updates their guidelines, mandating that the school to make these revisions. Ballantine asked about the deletion of courses. Pritchard explained that current courses will be deleted as each current cohort no longer requires them. New courses will begin to be offered to cohorts in Fall, 2011, in conjunction with site visits from the AACN. Tatara asked about the “and” between each course in the prerequisites. Pritchard responded that colleges have been asked by Registration and Records to do this to make it easier to program prerequisites into MyNIU. She added that they worked a long time on prerequisites to make sure there weren’t more than was necessary for each course. Aase made a motion, seconded by Ballantine, to RECEIVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #2 (9/17/10) PENDING APASC APPROVAL. **Motion passed unanimously.**

**College of Health and Human Sciences #3**

Ballantine made a motion, seconded by Aase, to RECEIVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #3 (9/24/10). **Motion passed unanimously.**
College of Liberal Arts and Sciences #1

The deletion of course FLFR 312 was pointed out. Since this CLAS meeting, the Department of Foreign Languages and Literatures has decided that they do not want this course deleted. Ballantine reported that the college’s curriculum committee recently met and approved putting FLFR 312 back on the books. Ballantine made a motion to RECEIVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #1 (9/8/10) WITH THE EXCEPTION OF THE DELETION OF FLFR 312. Other changes in these minutes of note were a new course in women’s studies and the addition of a Spanish course to the minor in women’s studies. Solares-Larrave asked if Women’s Studies was aware that the course they are adding is taught in the native language. Motion was seconded and passed unanimously.

College of Liberal Arts and Sciences #2

Changnon noted that items on pages 1-8 are not for consideration at this time. He also pointed out new course on page 12. Ballantine made a motion, seconded by Aase, to RECEIVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #2 (9/15/10) WITH THE EXCEPTION OF ITEMS ON PAGES 1 THROUGH 8. Regarding the nonduplication statement for the new course, POLS 384, Tatara asked about “NGOLD.” Ballantine explained that it is a new unit in the college: Non-Governmental Organization Leadership and Development. Gray-Stanley asked about a number of POLS courses where they are changing to sophomore standing. It was explained that this will make it easier for more students to enroll in the courses and moving it to the description will eliminate the need for the amount of waivers. Motion passed unanimously.

College of Liberal Arts and Sciences #3

Ballantine noted that in these minute are changes in another new unit, Environmental Studies. One new course that is crosslisted with two other courses was pointed out. Ballantine made a motion, seconded by Wallace, to RECEIVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #3 (9/22/10). Motion passed unanimously.

College of Visual and Performing Arts #1

Changnon pointed out the deletion of a topics course and proposal for three new courses based on the topics from the deleted course. Schneider noted that the courses better reflect on their transcripts what students have taken. He added that if a student takes the course for all three topics, it shows up that they took the same course three times. Ballantine also observed that the proposal in these minutes eliminates the need to obtain permission to repeat the course. The CUC discussed the prerequisites and that for THEA 436, the prerequisite is different (THEA 235) than the prerequisite for THEA 435 and THEA 437 (THEA 335). Aase made a motion, seconded by Ballantine, to RECEIVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF VISUAL AND PERFORMING ARTS #1 (9/9/10) PENDING CLARIFICATION OF THE PREREQUISITE FOR THEA 436. Motion passed unanimously.
OLD BUSINESS

1. **EET #10**
   The CUC tabled these minutes at the September 16, 2010 meeting. Regarding course revision ELE 429, it was suggested that “as well as” be changed to “and must” (3rd line). Regarding new electives for the B.S. in Industrial and Systems Engineering, documentation is still needed from affected departments regarding the capacity of the courses being added and courses listed under the “technical” heading need to be reconsidered. Regarding the Minor in Sustainable Engineering, this has already received all the necessary approvals, so the college was asked if it could be withdrawn from these minutes so they can go through. There is nothing more to consider at this time.

2. **UNIV 198.** This was sent back from the UCC to the CUC for clarification. Committee members received a revised version of the proposal from Spears. Wallace explained that the UCC had several issues with the proposal, including: 1) the fact that students could take up to 9 semester hours in the course and 2) the description is vague and doesn’t clarify how this course is different from UNV 101. Changnon added that the UCC also questioned how this course is to be connected to the Themed Learning Communities (TLC). Spears explained that the intent was to have a course available for use with the TLCs that was not UNIV 101, since when that course is used with the TLCs, not all the content UNIV 101 was designed to address is covered. With UNIV 198, the theme can be explored in greater depth. She added that there were a number of offices with the need for a course like UNIV 198 in addition to the TLCs and a committee was formed to explore the possibilities and develop the proposal. With the number of parties involved, it is difficult to get too specific in the course description. It was clarified that the Provost Office would oversee the course and would ultimately be responsible for assessment of the defined student outcomes; although the individual instructors would also be responsible for collecting those data. The variable credit hours was discussed and Spears noted that she received advice from Registration and Records regarding the number of contact hours necessary for the number of hours a course is offered for. It was also established that the number of hours the course is offered for is set by each individual instructor, not the student. The CUC also discussed how detailed the description needs to be and if it should include that the course can be used for the TLCs. Spears responded that this was not included because that is not the only purpose for the course. She noted that she looked at all the special topics courses in the catalog and tried to mirror that language. Ballantine suggested that if students from only specific populations should be taking the course, to add a prerequisite of “Consent of instructor.” This could also keep one student from enrolling in the course for too many credit hours. The CUC was also reminded that it is also the curriculum committee for interdisciplinary courses; that this proposal does not need to go through any of the colleges. Concerns were expressed with the reading list and why a student would not simply take a similar course in their departments. Ballantine suggested that the UCC be provided with as much information on the proposal as possible for them to make a better informed decision. The CUC also discussed the title and the connotations of “campus.” Spears noted that “campus” was not initially in the title, but the College of Business asked that they not have just “leadership” in the title. Wallace made a motion, seconded by Ballantine, THAT CONCERNS RAISED BY THE CUC REGARDING UNIV 198 BE REVISITED, SPECIFICALLY THE ADDITION OF THE PREREQUISITE “CONSENT OF INSTRUCTOR.” Motion passed unanimously.
3. Baccalaureate Review Task Force Report—Greg Long. Long pointed out the revised version of the proposal received by the CUC, which simply corrected for several minor typographical errors. Ballantine made a motion, seconded by Wallace, to APPROVE THE BACCALAUREATE REVIEW TASK FORCE PROPOSED PURPOSE STATEMENT, GOAL DEFINITIONS, AND LEARNING OUTCOMES (see Appendix A). Long reported that this had also been presented to some other bodies, but that the CUC, and next the UCC, are the shared governance organizations to formally approve the proposal. Wallace asked about evaluation and assessment of outcomes. Long responded that the steering committee and task force have been discussing this and Douglass has been involved in the entire process from the very beginning. But, he added, until the proposal is formally accepted, it didn’t seem prudent to spend a lot of time discussing assessment in more detail. Long then reported that once the proposal is approved, other areas of the university (e.g., individual academic and student affairs programs) will need to get involved in aligning to the learning outcomes. The General Education Committee is already starting these discussions. Aase asked exactly what would be going in the catalog. Long responded that it would be the purpose statement, the three goals, and the learning outcomes. Motion passed unanimously.

4. Adding courses from another college/checking on course capacity. Changnon reported that he consulted with Vice Provost Seaver, and it was determined that the CUC may develop policy language addressing the need for colleges to consult with departments in other colleges regarding capacity if they are proposing adding their courses as requirements. The CUC members also received a copy of the form the College of Education uses when corresponding with other colleges regarding curricular changes. Wallace volunteered to work on revising the form for university-wide use.

5. Major/minor course duplication. Changnon reported that he looked at the University of Illinois and some of the Mid American Conference schools and their policies regarding double degrees and double majors. His graduate assistant is continuing to look at this issue. At NIU, if a student pursues another degree, more hours are required. For a second major, the student still only needs to meet the 120-hour graduation requirement. Ballantine reported that the College of Liberal Arts and Sciences is looking at changing language regarding minors. There are several examples in the college where a student can earn both a minor without taking any additional course work. Discussion followed regarding how many students this affects, course work for certificates, and general education courses versus professional courses.

NEW BUSINESS

1. Certificate of Undergraduate Study in Homeland Security revisions. Ballantine made a motion, seconded by Aase, to APPROVE THE REVISIONS TO THE CERTIFICATE OF UNDERGRADUATE STUDY IN HOMELAND SECURITY. Motion passed unanimously.

Schneider made a motion, seconded by Wallace, to adjourn. Motion passed unanimously. Meeting adjourned at 2:25 p.m.
The next meeting will be November 11, 2010, 12:30, Altgeld 225.

Respectfully submitted,

Donna M. Smith

Attachment 1
Attachment 2
Appendix A

Baccalaureate Review Task Force
Proposed purpose statement, goal definitions, and learning outcomes
October 14, 2010

Nothing happens unless first we dream—Carl Sandburg

Over the past 18 months, the Northern Illinois University (NIU) Baccalaureate Review Task Force listened to dreams. Reflecting the care and sense of community that characterize the university, over 1,200 NIU students, faculty, staff, administrators, alumni, and employers contributed their input to develop a shared vision and understanding of what NIU students should learn. Developed through a process designed to be thorough, inclusive, and transparent, the task force proposes the following purpose statement, goal definitions, and baccalaureate learning outcomes:

**Purpose statement**

The NIU baccalaureate degree experience enables graduates to think critically, create, and communicate by participating in an engaged learning environment to prepare for success in a diverse, global society. This learning environment emphasizes the importance of context. Graduates will be prepared to understand the impact of history on modern society, the relationship between our society and others around the globe, and the unity and diversity of the American experience. Students will be exposed to a broad range of experiences and knowledge through the study of natural science, social science, the humanities, and the arts. Students will develop their knowledge, capacities, and abilities through an intentionally developed curriculum that integrates general education, the students’ majors, and opportunities outside the classroom. NIU graduates will become life-long learners who are empowered, informed, and responsible citizens.

**Goal definitions—The “Three Cs”**

**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 basic skills, such as language, technology, and collaboration.

Baccalaureate learning outcomes

NIU’s current baccalaureate goals are very broad and simply written. The task force would like to maintain that style. Learning goals and outcomes become more explicit as one goes from baccalaureate goals, to general education, departments, and then to the major.

The university’s current baccalaureate learning goals include:

(a) effective habits in logical thinking,
(b) communication skills,
(c) quantitative skills,
(d) an understanding of and ability to use modern technology,
(e) sophisticated practices in using resources,
(f) mature interpersonal behavior in various settings, and
(g) those unique skills necessary for one’s chosen area of in-depth study.

The proposed baccalaureate learning outcomes include:

- Integrate knowledge of global interconnections and interdependencies
- Exhibit intercultural competencies with people of diverse backgrounds and perspectives
- Analyze issues that interconnect human life and the natural world
- Demonstrate critical, creative, and independent thought
- Communicate clearly and effectively
- Collaborate with others to achieve specific goals
- Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems
- Synthesize knowledge and skills relevant to one’s major or particular fields of study and apply them creatively to develop innovative outcomes

Please visit the NIU Baccalaureate Review web page for additional information regarding this initiative. (http://www.niu.edu/bacreview/index.shtml).