Rathindra N. Bose, Vice President for Research and Dean of the Graduate School, called the meeting to order at 10 a.m.

Gowen moved approval of the April 2, 2007 minutes, with the following correction, under Approval of Section B - February 12, 2007 Curriculum Committee Minutes add “Dorsch responded that most likely it would not be a problem, other institutions….” Karonis seconded the motion, which carried unanimously.

Announcements/Information

Bose announced that he received a copy of the full MAT in elementary education proposal. Recently he met with the Provost’s Office and was informed of a broader issue related to establishing a MAT across campus. Because of this issue he sent a memo asking the council to keep the MAT in elementary education tabled until Fall 2007. He did, however, invite Dean Sorensen to give the council an overview of the MAT in elementary education in order that the council has information to make an informed decision in the fall.

Sorensen gave the council a brief historical overview of the MAT in elementary education. She stated that discussion about the MAT in elementary education began during the National Council for Accreditation of Teacher Education (NCATE) review in 2001. Discussion continued during the Illinois Board of Higher Education program review of 2003-2004.

Sorensen continued to explain that in the late 1990’s and into the 2000’s there became a growing interest in alternative programs for teacher certification. The State of Illinois
had a growing interest from individuals who desired to be certified as teachers, typically career changers and more recently a growing demand for teachers who speak languages other than English. Typically these individuals hold bachelors degrees already, but not in education. They are often career changes, but the core criteria are that they speak a first language other than English. Currently, the MSED is serving students who are currently certified teachers and teaching in classrooms. These individuals desire to become better classroom teachers. At the same time there is a group of individuals that are not currently teachers in classrooms, but want to become certified teachers in elementary education. Right now they are enrolled in the same MSED program, but taking a significantly different curriculum. From outside of the university it is difficult to tell whether the MSED has prepared an individual to become a master teacher or whether this is a first time teacher. The College of Education agreed that it would benefit both the university and the community to be able to differentiate between the two types of degree recipients. The desire to differentiate the programs was stated in the 2003-2004 program review.

Both the MSED and MAT are designed around the state standards and the NCATE standards. The MAT in elementary education is designed to prepare teachers to teach in elementary level classrooms. In the State of Illinois a certification in elementary education is a K-9 certification. This was not a choice of the College of Education, it is state law. In order to teach in a middle school an individual would have to acquire additional coursework. The vast majority of the individuals enrolling in the MAT program are working in elementary schools with bilingual populations.

The council discussion concluded and Bose thanked Sorensen and Dorsch for attending the meeting.

ProQuest: Dr. Cathleen May, representative from ProQuest, discussed electronic submission of theses and dissertations. She explained that digital theses and dissertations are still microfilmed and sent to the National Library of Congress. The entire process can be electronic and developed around specific guidelines for NIU. Council discussion followed Dr. May’s presentation. Bose stated that the four department pilot project initiated during the 2006-2007 academic year was a separate project unrelated to ProQuest. Bond explained that the electronic theses and dissertation is a free service through ProQuest. There will be no additional charge for getting the site built, going electronic, or for IT support.

Committee Reports

Research and Artistry Committee: Gowen reported that the Research and Artistry Committee met on April 17, 2007 and recommended the following changes:

Section A.I. Proposal Format - Recommend Electronic Process

An electronic process could capture each part (project summary, project, budget, history of prior R&A support from NIU, extramural funding, and publications & professional activity)
Ia. an electronic process could limit the Project Summary to 300 words (1500 characters)

Ib. an electronic process could limit the project description to 5 pages

Ic. a short description will be required for how any progress in completing the proposed project fits into the applicant’s research stream

Rationale: an electronic process will assist authors and reviewers in checking these limits that have only been checked visually in past years; the description of research progress will provide reviewers with an indication of the new contribution of the proposed project

B. Evaluation Process and Criteria

In addition to the existing six criteria:

Each proposal rating could be based on the NSF 5-point “overall rating” scale anchors:

5 = excellent: outstanding proposal in all respects; deserves highest priority for support.
4 = very good: high quality proposal in nearly all respects; should be supported if at all possible.
3 = good: a quality proposal worthy of support.
2 = fair: proposal lacking in one or more critical aspects; key issues need to be addressed.
1 = poor: proposal has serious deficiencies.

Then, discard the highest rating and lowest rating (of the 9 R&A members)

Rationale: the 5-point scale clarifies the existing R&A rating scale and disseminates this scale to the appropriate department and college committees for their use.

C. Eligibility

b. Proposed new language: eligibility requirement (for second grant in Group 1 and 2) could be changed from “a good faith effort” to “a listing all external funding applications submitted since your last R&A proposal and an indication of the status (funded, not funded, or pending)”

Rationale: the listing of external funding applications requires an active search and submission of proposals for extramural opportunities; the ambiguity of a good faith standard has been interpreted differently by departments and colleges

Some council members felt that it would be extremely difficult to read proposals online. Bose responded that if a Research and Artistry Committee member was unable to read
the proposals online his office could provide a hard copy. Changnon moved approval of the changes, the motion was seconded by Lee, which carried unanimously.

*Standards Committee:* Waas presented the following motion from the Standards Committee to be implemented in Fall 2008:

**MOTION:** The following changes will be made to the 2006-07 *Graduate Catalog* (pp. 24-25)

The *Graduate School* grading system applies in graduate courses to all graduate students and students at-large taking courses for graduate credit.

The graduate grade point average (GPA) is computed by dividing the total number of grade points earned by the total number of credit hours that a student has taken in NIU courses earning grade points. The GPA calculation procedure is the same whether the GPA being calculated is a cumulative (overall) GPA, a GPA for a single term, or the GPA for the student’s major program. In no case are either NIU courses taken for undergraduate or law credit or transfer courses included in the computation of the graduate GPA. Grades and their grade point values are as follows.

<table>
<thead>
<tr>
<th>Grades Earning Graduate Credit</th>
<th>Level of Performance</th>
<th>Grade Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Marginal</td>
<td>2.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>-</td>
</tr>
</tbody>
</table>

for courses graded S/U

<table>
<thead>
<tr>
<th>Grades Not Earning Graduate Credit</th>
<th>Level of Performance</th>
<th>Grade Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Deficient</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Seriously deficient</td>
<td>0.00</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
</tbody>
</table>

for courses graded S/U

Other transcript entries, with their definition, include the following.

I—Temporary Incomplete  
IP—In Progress  
IN—Permanent Incomplete  
WP—Passing at time of withdrawal  
WF—Failing at time of withdrawal  
O—Audit; no grade and no credit  
OW—Unsatisfactory Audit; requirements not completed  
NR—Grade temporarily not reported  
NG—Grade permanently not reported
An NR is recorded when an instructor submits the grade roll for the section after the deadline for reporting grades at the end of the term or when a grade is not submitted for a particular student in a course. The NR symbol may be changed to a grade specified by the instructor. A student may not graduate with a transcript entry of NR on his or her record if the resolution of such an occurrence could render the student ineligible for graduation, whether or not the course involved is part of the student’s official program of courses. If the instructor does not change the NR to a regular letter grade before the end of the term following that for which the NR was issued, the NR will be recorded permanently as NG. The only exceptions to this rule are NRs in courses numbered 599 and 699 (thesis, dissertation, etc.). These NRs are removed by completing the specific work, and by receiving a grade reflecting this work. (See also under “Incompletes” the discussion of courses numbered 599 and 699.) An NG is not counted in the computation of the grade point average. The NG symbol may not be subsequently changed to a regular letter grade. A student wishing credit in a course for which NG has been recorded must register again and complete the requirements then stipulated.

Students doing less than satisfactory work will be assigned the grade of D, F, or U. Graduate credit is given only for those courses in which a grade of S, or C or better, is earned.

If eligible, undergraduate students may, with Graduate School approval, register for graduate course work for graduate or undergraduate credit; see “Undergraduates in Courses for Graduate Credit” and “Undergraduates in Graduate Courses for Undergraduate Credit.” Students taking a course for graduate credit will be graded according to the Graduate School grading system; undergraduates taking a graduate course for undergraduate credit will be graded according to the undergraduate grading system; graduate students taking a course for undergraduate credit will be graded according to the undergraduate grading system, except that graduate procedures and deadlines apply to transcript entries of I or NR.

Pass/fail grading does not exist in the graduate student grading system at NIU. Therefore, a graduate-level student may not elect to be graded on a pass/fail basis in a course carrying graduate credit. A graduate-level student may elect the pass/fail option in undergraduate courses; however, this option may not be used in required undergraduate deficiency courses identified in a graduate student’s letter of admission, on the student’s program of courses, or in the program requirements as described in the Graduate Catalog, and it may not be used in ENGL 451, ENGL 452, or ENGL 453 if the student is required to take any of these courses. Graduate students and students-at-large may not audit or elect to complete computer science courses on a pass/fail basis without obtaining prior permission from the Department of Computer Science. Students are advised not to take undergraduate courses on a P/F basis, because some graduate and professional schools, as well as licensing and credentialing agencies, require that letter grades appear on transcripts. Actual grades earned in courses taken on a pass/fail basis be reported on the official transcript. If a student requests that the Office of Registration and Records restore grades for courses taken pass/fail for such a purpose, this will be done for all such courses, and all transcripts requested thereafter will report the actual grades earned.
Any change of grade (other than from a transcript entry of I or NR) submitted more than one month after the opening of the next academic term following the assignment of the original grade, and any change from a grade of D, F, or U to a grade carrying graduate credit or to an incomplete, requires a written explanation from the instructor and the approval of the office of the dean of the Graduate School.

Incompletes

When a student is passing a course yet special circumstances prevent a student’s completing the requirements of a course, the instructor may, at her or his discretion, direct that the symbol I (indicating temporary incomplete) be entered in the student’s record. When the I is assigned, the instructor will file in the departmental office and in the Graduate School an Incomplete/Reversion Grade Form outlining the work to be completed, the deadline for completion of the work, and the grade that will be awarded if the student fails to meet the deadline. In no case may the deadline be later than 120 days the semester, including the summer session as one term, after the last day of final examinations during the term for which the incomplete is assigned. If an extension in time is required to remove an I, an extension of up to one term may be granted on the recommendation of the instructor and with the approval of the office of the dean of the Graduate School. Only one such extension per course may be granted. If the student does not submit all required work by the deadline established, the instructor may assign a grade that is consistent with the work completed and the grading standards of the course. If the instructor does not change the incomplete to a regular letter grade within the period allowed for resolution, the incomplete (I) will be converted to an F or to the stipulated reversion grade. If no reversion grade is recorded, a grade of F will be awarded at the conclusion of 120 days. An administratively awarded grade, like one assigned by an instructor, may be changed at the discretion of the instructor of record prior to a student’s graduation. A permanent incomplete (IN). An IN is not counted in the computation of the grade point average. The IN symbol may not subsequently be changed to a regular letter grade on the basis of additional work submitted after the deadline for resolution of the temporary incomplete. A student wishing credit in a course for which IN has been recorded must enroll in the course again and receive a grade based upon performance in the course during this enrollment.

A student may not graduate with a transcript entry of “I” on his or her record.

S/U and IP Grading

Certain graduate courses are graded on an S/U basis; such grading, however, is restricted to courses titled dissertation, externship, independent study/research, institute, internship, practicum, seminar, thesis, or workshop; courses numbered 599 and 699 that reflect culminating experiences analogous to theses and dissertations; and courses that specify S/U grading in the course description in this catalog. In those courses to which the S/U grading basis is applicable, the use of S and U will apply to all students registered in any class section in which S/U grading is employed. Individual students may not elect S and U grading. S/U grading is not equivalent to the pass/fail option of the undergraduate grading system. In a given term, all students in all sections of each course numbered 599 or 699 shall be graded on the S/U
basis, or all will be graded otherwise. If in doubt, graduate level students should inquire from academic departments as to which of their courses are graded on the S/U grading basis.

Other graduate courses are graded on a S/U/IP (Unsatisfactory/In Progress) basis. Thesis and dissertation courses, as well as similar project courses that require completion of work over multiple semesters and that are designated as 699 or 799, are graded on a S/U/IP basis. IP is a neutral grade – that is, the grade does not carry quality points – but IP grades awarded for 699 and 799 count toward the completion of a degree, as stipulated by the program of courses. While a student is working on the thesis, dissertation, or continuing project, a grade of U or IP will be awarded. In the final semester in which the thesis, dissertation, or project is successfully completed, a grade of S will be awarded. Grades of IP previously awarded will remain on the transcript, except in the case of ongoing internships or similar courses, as designated in the catalog. In those cases, IP grades must be changed to an appropriate letter grade by the instructor in order for the course to count toward a degree.

No student may graduate with a U on his or her transcript in such courses.

RATIONALE:

Regarding deletion of NR, NG designations: Under new grading procedures implemented as part of the PeopleSoft conversion, instructors will be required to assign a grade to all enrolled students. Therefore, the entries of NR and NG will no longer be available.

Regarding deletion of IN: The deletion of IN is designed to streamline administrative procedures involved in designating incomplete work by a student and is consistent with the majority of peer institutions.

Regarding deletion of OW: The OW designation is infrequently used, and audit documentation on the transcript does not imply satisfactory performance or course credit.

Regarding creation of IP designation and grading 699/799 on S/U basis: The IP designation more accurately indicates the nature of the work and evaluation criteria for such courses as 699/799. By removing the necessity of changing all previous 699s and 799s to a letter grade, an administrative burden will be lifted. By eliminating traditional letter grades for 699/799, GPAs will not be inflated by the large number of credit hours often taken for these courses. Finally, this procedure is consistent with peer institutions.

Lee proposed an amendment to the motion which included deletion of the following sentence, *No student may graduate with a U on his or her transcript in such a course*, Gowen seconded the motion, which carried unanimously. Karonis moved approval of the Standards Committee motion, Gowen seconded the motion, which carried unanimously.

*Curriculum Committee:* Changnon presented the April 9, 2007 Curriculum Committee minutes for approval. Waas seconded the motion, which carried unanimously.
The following new courses, course deletions, course revisions, and other changes in the catalog copy were approved (In addition to the normal curriculum changes, each college submitted a conversion chart which changed 400 level graduate courses to 500 level, 500 level to 600 level, and 600 level to 700 level. There were, however, some exceptions to that rule. The conversion charts are not shown below due to the length, but are officially approved and recorded by the Graduate Council as changes to the catalog):

OTHER CATALOG CHANGES
   Inside front cover, 2006-07 Graduate Catalog
   Graduate School Information (revisions)

INTERDISCIPLINARY ACADEMIC CENTERS
   Other Catalog Changes
   IDSP 512, 520 (course additions)

COLLEGE OF BUSINESS
   Department of Accountancy
      ACCY 433, 480 (course deletions)
      ACCY 633, 640, 690 (course revisions)
      Master of Accounting Science - Financial Reporting and Assurance Area of Study - Managerial Accounting Systems Area of Study (revisions)

   Department of Management
      MGMT 670 (course addition)

COLLEGE OF EDUCATION
   Department of Counseling, Adult and Higher Education
      CAHA *431X, *490, *492 (course deletions)
      CAHC *410, *490 (course deletions)
      CAHA 659 (course revision)

   Department of Educational, Technology, Research and Assessment
      ETT 429, 430 (course deletions)

   Department of Leadership, Educational Psychology and Foundations
      EPS 415, 492 (course deletions)

   Department of Literacy Education
      LTLA 403X (course deletion)
      LTRE 431 (course deletion)

   Department of Teaching and Learning
      TLCI 491, 492 (course deletions)
      TLEC 410, 492 (course deletions)
      TLEE 490, 492 (course deletions)
      TLSE 490 (course deletion)

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY
Department of Electrical Engineering
Specialization in Applied
Radio Frequency (RF) Engineering (Thesis Option Only) (additions)

Department of Technology
Certificates of Graduate Study (additions)

COLLEGE OF HEALTH AND HUMAN SCIENCES
Page 142, 2006-07 Graduate Catalog
UHHS 560 (course addition)

School of Allied Health Professions
AHP 440, 444, 446 (course deletions)

Department of Communicative Disorders
COMD 526, 547, 670, 671, 676 (course deletions)

COLLEGE OF LIBERAL ARTS AND SCIENCES
Department of Communication
JOUR 410, 416, 449, 457, 460, 461, 480, 481, 482, 483, 485, 490, 492, 590, 599 (course deletions)
COMS 608 (course addition)

Department of Computer Science
CSCI 440, 470, 551, 564 (course deletions)

Department of Geography
MET *421, *444 (course additions)

Department of Political Science
POLS 403, 407, 408, 414, 415, 439, 440, 498 (course deletions)

Department of Physics
Doctor of Philosophy in Physics - Qualifying Examination

COLLEGE OF VISUAL AND PERFORMING ARTS
Page 256, 2006-07 Graduate Catalog
ART 525 (course addition)

School of Art
ARTD 540 (course deletion)

School of Music
MUSC 418, 539 (course deletions)
Master of Music - Admission - Requirements - Core Requirements (13) - Individualized Study (revisions)
Graduate Faculty Membership Committee: The Graduate Faculty Membership Committee met on April 23, 2007 and reviewed graduate faculty membership for 10 departments and criteria changes for 2 departments. The following recommendations were made to the Graduate Council:

Renewal of Graduate Faculty Membership Status

College of Business
Department of Accountancy: 9 full members were renewed.
Department of Marketing: 5 senior members and one full member were renewed.

College of Education
Department of Kinesiology and Physical Education: 10 senior members and 5 full members were renewed. One senior member was lowered to full member because the departmental criterion for senior membership was not met.
Department of Literacy Education: 9 senior members and 4 full members were renewed.
Department of Teaching and Learning: 9 senior members and 8 full members were renewed. One full member was not renewed and will be lowered to provisional pending receipt of an updated CV that satisfies the criteria.

College of Liberal Arts and Sciences
Department of Anthropology: 6 senior and 6 full members were renewed.
Department of Political Science: 12 senior and 2 full members were renewed.
Department of Psychology: 30 senior and 2 full members were renewed.
Division of Public Administration: 8 senior members were renewed. 1 senior member did not submit a current vita and is conditionally approved pending receipt of the vita.
Department of Sociology: 3 senior and 7 full members were renewed. 1 senior member was lowered to full member because the departmental criterion for senior membership was not met.

Departmental Criteria Changes

Department of Chemistry and Biochemistry: Proposed changes include increasing the number of refereed journal articles from 4 to 5 and book chapters from 2 to 5 required for senior membership, changing the language from requiring a “book” to requiring a “scholarly book,” and requiring senior members to submit five research proposals to external agencies or have received external funding in the last five years.

Department of Teaching and Learning: Proposed change to update the language in their criteria to reflect the Department of “Teaching and Learning” instead of “Teacher Education.”

Lockard moved approval of the committees recommendations, Karonis seconded the motion, which carried unanimously.

Honorary Degree Committee: The Honorary Degree Committee met and recommended three candidates to the President for an Honorary Degree. One of the recommendations
was for a current NIU employee and therefore, not eligible for the award. The other two recommendations were approved by the Board of Trustees and will receive awards at the December commencement ceremony. Both Robert Rosner, Director of the Argonne National Laboratory and Abraham Verghese, Director of the Center for Medical Humanities and Ethics at the University of Texas Health Sciences Center, San Antonio will receive Honorary Degrees.

New Business

Report to the Higher Learning Commission: Dr. Virginia Cassidy, Vice Provost for Academic Planning and Development, forwarded to the Graduate Council the Report prepared for the Higher Learning Commission. She asked the council to forward any comments to her regarding additions, deletions, and/or changes to the report. The council discussed the report, but felt that in order to comment on the document they would like to see the appendices referred to within the document. Bose stated that he would request the appendices and forward them to the council for further review.

Graduate Student Organization, Department of Physics: Bose stated that he invited Mr. James Younkin, Graduate Student in the Department of Physics, to the Graduate Council meeting in order to share with the council some of the things that the student group is doing in their department. Younkin stated that he has written an undergraduate lab manual, which is currently being sold in the Holmes Student Center Book Store, to raise funds for needs within the department. This summer the student group plans on writing more lab manuals to increase funding. The student group has brought in colloquium speakers, will be running graduate student orientation in the fall, and would like to help the department bring in industrial research activities. Younkin stated that he would be happy to assist departments with establishing their own student groups.

Advanced Word Tutorials and Dissertation Templates: Riley asked the council to consider creating a dissertation template or provide word tutorials for dissertation students. She stated that many of the word functions needed for preparing a dissertation are not commonly known to students. Bose said that he would be willing to provide tutorials for graduate students and will look into it for the fall semester.

OnBase: Bond asked the council to speak to their departments and ask them to use the OnBase system. He is concerned that it will be difficult for departments to learn both OnBase and PeopleSoft at the same time, so he would encourage them to learn OnBase now.

New Investment for Research and Graduate Education: Bose stated that since coming out of a budget crisis in January 2007, the Division of Research and Graduate Studies has been able to fund more research initiatives. Currently Bose has committed $250,000 per year for Limited Investment for Research to Enhance Extramural Funds, $50,000 towards recruiting students for the proposed Ph.D. in Geography, 2 fellowships for the proposed Ph.D. in Art Education, $50,000 for the creation of a Ph.D. program in Leadership, Educational Psychology and Foundations, and funding a graduate student for the Division of Statistics to serve the campus with statistical analyses. Recently, a memo went out informing departments of monies available to fund new research equipment/equipment
upgrades. Bose stated that he has not sent out a memo to fund multi-disciplinary research support because he is waiting for the outcome of the strategic planning initiative. Bose also mentioned his desire to assist new faculty by providing a consultant to assist in submitting 2 serious grant proposals within their first 2 years. Changnon mentioned that reducing the number of preps and courses required for new faculty members would help them get started.

Meeting adjourned at 12:06 p.m.