The meeting was called to order by GCCC Chair Howell.

APPROVAL OF AGENDA

Mantzke made a motion, seconded by Gaillard, TO APPROVE THE AGENDA FOR THE NOVEMBER 10, 2014, GCCC MEETING. **Motion passed unanimously.**

ANNOUNCEMENTS

1. Minutes from the October 13, 2014, meeting were approved.

CONSENT AGENDA

Gaillard made a motion, seconded by Armstrong, TO APPROVE THE CONSENT AGENDA. **Motion passed unanimously.** The following minutes with no graduate curricular items were so received.

- College of Engineering and Engineering Technology #4
- College of Liberal Arts and Sciences #8
- College of Visual and Performing Arts #1

The following minutes with graduate curricular items were so received.

- College of Business #3
- College of Engineering and Engineering Technology #2
- College of Engineering and Engineering Technology #3
- College of Health and Human Sciences #4
- College of Health and Human Sciences #5
- College of Health and Human Sciences #8
- College of Liberal Arts and Sciences #4

COLLEGE MINUTES FOR DISCUSSION
College of Business #2
Gaillard made a motion, seconded by Armstrong, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF BUSINESS #2 (9/23/14). New courses OMIS 599 and OMIS 653 were noted and it was pointed out that OMIS 599 is a way for the department to ensure that students provide feedback on the program. Motion passed unanimously.

College of Education #3
Armstrong made a motion, seconded by Mantzke, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #3 (9/23/14). New courses SESE 709, SESE 710, and SESE 711 were noted as well as other language changes for degree requirements. Bostwick asked if this committee receives the documentation for nonduplication. Smith responded that she goes by what is stated in the attachments and follows up with the college if there is no statement of nonduplication. She added that the GCCC can request any documentation and Howell said that the GCCC can also ask that colleges contact additional departments regarding nonduplication. Motion passed unanimously.

College of Education #4
Armstrong made a motion, seconded by Bostwick, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #4 (10/7/14). New courses KNPE 561, SEVI 581, and SEVI 582 were noted as well as a new certificate in graduate studies in Behavior Analyst. Motion passed unanimously.

College of Education #5
Armstrong made a motion, seconded by Bostwick, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #5 (10/21/14). New courses ETT 587, KNPE 564, and LTRE 518 were noted. Howell added that there are additional changes that have to do mostly with licensure. Bostwick asked how other GCCC members felt about the title for KNPE 564, Exercise is Medicine. She expressed some concern with the use of “Medicine” in the title. Howell said that the course is to align with the American College of Sports Medicine’s new initiative and that “medicine” is a term they typically use. Discussion followed regarding what happens to the course if the movement changes, which is something that often happens in some programs, including education. Howell said that if the course was offered as a special topics course it would disadvantage students since it wouldn’t show on their transcripts that they got the sports medicine content. Motion passed unanimously.

College of Health and Human Sciences #6 & #7 (these materials were submitted in one document).
Bostwick made a motion, seconded by Mantzke, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #6 and #7 (10/3/14 and 10/10/14). New courses AUD 780, AHPT 799, and 28 new NURS courses were noted. Bostwick explained that the new NURS courses reflect the program bringing its courses into accordance with its accrediting body. They are not new courses per se, just existing courses being renumbered and the content and descriptions are being aligned with accrediting body. Henry explained that these new courses are so there is progression through courses in order to ensure competencies are met for graduate study. Armstrong asked if there would be courses deleted and Henry responded that once the students currently in the program have graduated, those
other courses will be deleted. **Motion passed unanimously.**

**College of Health and Human Sciences #9**
Bostwick made a motion, seconded by Mantzke, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #9 (10/24/14). New courses UHHS 568 and COMD 608 were noted as well as a new certificate of graduate study in Leadership in Aging Services. Smith pointed out that she worked with the college to move the ACCY 288 requirement into the description of the certificate. This is because a graduate student cannot take an undergraduate course for credit in a program. There will be a sentence added to the certificate’s’ description advising students to satisfactorily complete undergraduate course work in accounting. Mantzke asked if CHHS students ever take ACCY 505, a graduate-level introductory course. Henry said that this is a great idea and will look into adding it to the certificate at a later date. Howell added that the Athletic Training students take the course too, but advised Henry that it is only 2 credit hours. **Motion passed unanimously.**

**College of Liberal Arts and Sciences #5**
Gaillard made a motion, seconded by Bostwick, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #5 (10/1/14). New courses GEOG 554, PSYC 623, PSYC 626, and PSYC 631 were noted. Howell also made note of other miscellaneous changes. **Motion passed unanimously.**

**College of Liberal Arts and Sciences #6**
Gaillard made a motion, seconded by Mantzke, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #6 (10/8/14). New course ANTH 509 was noted. **Motion passed unanimously.**

**College of Liberal Arts and Sciences #7**
Mantzke made a motion, seconded by Gaillard, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #7 (10/15/14). New courses CSCI 531, CSCI 532, and a number of new courses from Foreign Languages and Literatures were noted. **Motion passed unanimously.**

**College of Liberal Arts and Sciences #9**
Bostwick made a motion, seconded by Schraufnagel, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #9 (10/29/14). New course ANTH 524 was noted. Howell added that it is preferred when submitting courses that will be taught under the undergraduate/graduate rubric that the course numbers are similar (e.g., ANTH 424/ANTH 524). There was a brief discussion on the undergraduate/graduate course rubric. Smith said that before MyNIU, these courses were numbered as *400. With MyNIU, there no longer could be 400-level courses for graduate credit, so the graduate equivalents had to be renumbered. These courses are typically taught at the same time, but the additional rigor for graduate students is indicated through the syllabi. **Motion passed unanimously.**

**College of Visual and Performing Arts #2**
Bostwick made a motion, seconded by Armstrong, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF VISUAL AND PERFORMING ARTS #2 (10/22/14). New courses ARTS 650, THEA 560, and THEA 561 were noted. There was discussion about how substantive a course revision can be before it is considered a new course. The GCCC specifically discussed the revision for ARTE 543 from these materials. Smith said that it is up to the GCCC to determine if they think a course revision should be resubmitted as a new course. Bostwick pointed out that better editing could help. At first glance it looks like the changes for ARTE 543 are substantive, but when you start reading the struck-out text and the new text, not much has actually been revised. Mantzke also suggested that course revisions should be submitted as courses change and that departments should not wait until courses have become quite different from their actual course descriptions. Howell said that in the College of Education, all courses are reviewed on a cyclical basis to ensure that they are as up-to-date as possible. Smith reported that she followed up with the college regarding nonduplication for the new THEA courses and received back from the college the statement that “There is no conflict with any other current course offerings.” **Motion passed unanimously.**

**OLD BUSINESS**

1. None.

**NEW BUSINESS**

1. APPM Documents. Smith explained that last year a number of revisions were made to the curriculum section of the Academic Policies and Procedures Manual (APPM). These were approved by the Committee on Undergraduate Curriculum (CUC) last spring and also need approval of the GCCC. Most of the revisions are bringing the APPM up to date and to correct any minor errors. The GCCC went through each document (listed below) as Smith explained the changes to each. Mantzke made a motion, seconded by Schraufnagel, TO APPROVE THE CHANGES IN CURRICULAR DEFINITIONS ITEM 2. **Motion passed unanimously.** Mantzke made a motion, seconded by Gaillard, TO APPROVE THE CHANGES IN OPERATING PROCEDURES FOR CURRICULAR ITEMS ITEM 3. **Motion passed unanimously.** Bostwick made an omnibus motion, seconded by Armstrong, TO APPROVE THE REMAINING ITEMS. The changes to the rest of the documents needing GCCC approval were discussed and approved unanimously one by one. The GCCC did discuss some language in the Guidelines for Online Courses Carrying Graduate Credit, but decided no further changes should be make at this time. The list of documents with changes are below and in Appendix A.

**Edited APPM files to present to GCCC for approval**
* Also goes to the CUC
   1. APPM Curricular Definitions Item 2 edited *
   2. APPM Operating Procedures for curricular Items Item 3 edited *
   3. APPM Checklist for New Course Proposals edited *
4. APPM Curricular Approval Procedures Item 4 edited *
5. APPM Curricular Approval Process Table*
6. APPM Guidelines and Sample Copy for Minutes and Attachments edited *
7. APPM New Degrees Procedure edited *
8. APPM New Degree Request form edited *
9. APPM Request for Approval of Subdivision of a Major edited *
10. APPM General Curricular Policies Item 5 edited *—Also sent to Jerry Montag for review.
11. APPM Guidelines for the Development of Interdisciplinary Courses Item 18 edited *
12. APPM Guidelines for Online Courses Carrying Graduate Credit Item 22 edited
13. Curricular Approval Process Table*

A motion was made and seconded to adjourn. The meeting adjourned by acclamation at 11:15.

The next meeting of the Graduate Council Curriculum Committee is February 9, 2015, 10:00, Conference Room 304, Lowden Hall.

Respectfully submitted,
Donna M. Smith, Catalog Editor/Curriculum Coordinator
Appendix A: APPM Documents with Approved Revisions

Curricular Definitions

Section III. Item 2.

General

Program
A major at a specific degree level.

Unit of Instruction
A prescribed curriculum with a specific title. This category includes majors, emphases, specializations, minors, concentrations, undergraduate options, and those graduate options that appear on a transcript. (See "Option" below.)

Reasonable and Moderate Extensions of Existing Curricula; Deletions; and Consolidations
This category includes new formal instructional units below the level of major: emphases, specializations, minors, options, and concentrations. In addition to new units, this category includes most program consolidations and modifications. It also generally includes changes in the titles of existing degrees, majors, and subunits, and the establishment of what the boards consider interchangeable degrees in an existing degree program (e.g., B.A. and B.S. in a program previously offered only for the B.A.). However, this classification does not apply if a professional degree is being added to or substituted for a liberal arts degree (e.g., a B.F.A. for a B.A.), or if changes in title or structure result in an essentially new entity or program. Deletions of programs are approved by the governing board (Board of Trustees).

Catalog Change
Any change in the catalog, curricular or otherwise.

Degrees and Instructional Units
These terms should be used in catalog copy and other official statements only when the designated meanings are appropriate. Terms such as "emphasis," "specialization," and "option," must not be used informally to indicate departmental subfields. Instead, "area of study," "field of study," "area of interest," "group of courses," and the like may be used.

Undergraduate Degree (identified on transcript)
The formal academic designation conferred upon completion of an undergraduate major program and all other undergraduate requirements (B.A., B.F.A., B.G.S., B.M., B.S., B.S.Ed.).
Second Undergraduate Degree
A student who earns a baccalaureate degree from NIU may receive a second such degree if all requirements for both degrees are met. A student who holds a baccalaureate degree from another college or university may receive a second such degree from NIU by meeting these requirements. The curriculum for the second degree must include at least 30 semester hours in residence above the minimum 120 semester hours required for the first degree at NIU, unless the degrees are earned concurrently. If earned concurrently, both degree requirements must be met with a minimum of 120 semester hours.

Rationale: To add a definition for a Second Undergraduate Degree to the APPM.

Undergraduate Major (identified on transcript)
An extensive program of study in a designated subject area at the undergraduate level. A new major is not necessarily equivalent to a new degree; it may be a new degree or it may be instituted within the framework of currently approved degrees. A second major may be earned if the requirements for both majors are fulfilled, both will be indicated on the academic record. Only one degree will be granted unless the additional requirements listed in the section entitled “Second Baccalaureate Degree” are also met.

Rationale: To add a definition for a second major to the APPM.

Contract Major (identified on transcript)
An individualized undergraduate program of study approved at the college level.

Graduate Degree (identified on transcript)

Rationale: Brings the list of graduate degrees up to date.

Law Degree (identified on transcript)
↓
Operating Procedures for Curricular Items
Section III. Item 3.

Submission of Course for General Education Credit (Appendix D)
Resubmission of Course for General Education Credit (Appendix D)
Checklist for New Course Proposals (Appendix A)

A. Degrees and Other Units of Instruction

1. Process: Curricular materials must be approved by all pertinent faculty curricular bodies, beginning at the department level. Initiating departments must also do the following:
   1. Provide timely notice (generally considered to be four weeks) to other departments whose resources will be affected or whose course offerings may be duplicated by the changes so they may respond before the changes are forwarded to the college level.
   2. Obtain appropriate formal recommendation from the Academic Planning Council for additions or deletions, and seek formal response in regard to the level of resource commitment from the appropriate dean and the provost for changes that require more resources. When materials are forwarded to college and university curriculum committees, it will be assumed that resource questions have been answered satisfactorily.

   **Rationale: This should be a lower case p.**

3. Take cognizance of the 50-hour limitation on the number of semester hours within the major department that can be applied toward the fulfillment of the requirements for the B.A. and B.S. degrees. Proposals exceeding 50 hours need to present supportive evidence that such an exception is best national practice.

   **Insert a space after 50.**

4. Provide catalog copy describing
   1. admission standards beyond those listed in the general university or college sections of the catalog;
   2. required courses and number of credit hours within the department and outside of the department;
3. additional requirements such as examinations, research papers (senior papers, starred papers, etc.), theses or dissertations, artistic works or performances, or internships.

2. For undergraduates, GPAs higher than 2.0 may be established for entry into a major or minor; however, retention in and graduation from such a major or minor may not exceed the university requirement of an overall GPA of at least 2.0. The exception is when a certification agency requires a GPA higher than 2.0, and the appropriate department may require higher standards to meet the licensure requirement. Departments may require a GPA higher than 2.0 in department major courses for purposes of retention and program completion.

Requests for exceptions to this rule other than those already in the catalog, will be directed to the Undergraduate Coordinating Council via the Academic Policies and Admissions Standards Committee (APASC).

Rationale: To explain that APASC approves Limited Admission and Limited Retention programs.

3. To protect the interests of students, Northern Illinois University recognizes that in some undergraduate courses or programs, successful performance may require achievement in prerequisite or background courses at a level higher than that reported by a D. Such a prerequisite proposal shall be accompanied by a clear rationale, and will be directed to the Undergraduate Coordinating Council via the Academic Policies and Admissions Standards Committee (APASC).

Rationale: APASC approves programs for limited admissions and limited retention requirements. By requiring that a course be passed with a grade higher than a D, a program is limiting retention, so this needs to be approved by APASC.

4. Specializations or emphases should not be proposed unless they are substantially different from those already listed in the catalog. These differences should be apparent from the catalog requirements.

5. A new or altered unit of instruction may not be offered before it has been fully approved through the curricular process, including the Board of Trustees and Illinois Board of Higher Education when necessary.
6. For minors, the total semester hours should be no less than 18 and no more than 33. Minors exceeding 33 hours need to present supportive evidence that such an exception is best national practice. A minimum of 9 semester hours need to be upper-division courses. Credit hours applied to satisfy the requirements for a major may not be counted again as satisfying the requirements for interdisciplinary minors.

**Rationale:** This is being added to define credit hour requirements for a minor, which have not been defined in the APPM. The 18-33 credit hours were determined through current NIU practice. The statement about interdisciplinary programs is based on current language from the College of Liberal Arts and Sciences.

B. General Education (Approved by Undergraduate Coordinating Council, September 2, 1993)

1. The following criteria will be considered by the General Education Committee when determining whether a course should be included as a general education offering:
   a. All departments submitting courses for consideration to be included for general education credit shall follow the format for "Submission of Courses for General Education Credit" (see Section III, Appendix D) specified by the Undergraduate Coordinating Council.

   b. ↓

      i. Approved new courses will participate in the regular review cycle.
      j. Any resubmitted general education course not approved by the General Education Committee is subject to removal from the general education program.

**Rationale:** Corrects a typo.

Distributive studies area guidelines
↓

C. New Courses ([See Section III, Appendix A for Checklist for New Course Proposals.](#))

1. Common rationales for a course that is programmatically justified:
   a. The course updates offerings to better reflect the scholarly substance of the academic discipline.
   b. The course increases the choices of students within an instructional unit.
b. All other departments with courses or instructional units related to the topic of the course must be formally advised of the new course proposal in time to address the duplication issue before the proposal is forwarded to the college curriculum committee (i.e., verification of nonduplication). This needs to be documented in curriculum committee meeting minutes see also E.2. below.

Rationale: Added language is to ensure that departments and colleges are following through on this policy.

c. The new course should be

D. Non-Duplication and Impact on Other Units

1. ↓.

E. Course Deletion

1. Common rationales used are:
   a. The course no longer reflects the best scholarly substance of the academic discipline.
   b. The course has not been offered during the previous three years.
   c. The unit of instruction of which the course is a constituent part has been changed or deleted.
   d. Resources to teach the course are no longer adequate.

2. Other departments whose units of instruction may be affected by the deletion of the course should must be notified so they can plan accordingly. This must be done prior to the college curriculum committee approval. Course deletions need to be shown for ALL programs in the curriculum committee minutes of the college that generated the
Rationale: Added language to ensure departments and colleges are complying with this requirement. There can be serious repercussions if other departments are not informed of a course deletion from their programs, e.g., not being able to timely add a substitution.

F. Course Revisions

1. When implementing a course revision the initiating department (or college) should provide a supporting statement explaining the need for the change.

2. Courses that keep the same or similar title but whose course description bears little conceptual resemblance to the original course will be treated as new courses.

3. A course revision may affect one or more of the following:
   a. course number.
   b. course description (editorial changes), to clarify, abbreviate, or expand current descriptions (but not to expand course content so much as to warrant a new course proposal), or to incorporate recent developments or shifts of focus in a topic area.
   c. course title to conform to changing terminology within the discipline, or to reflect a change in course description, but with due sensitivity to cultural issues;
   d. number of credit hours that may be earned;
   e. prerequisite/corequisite to encourage adequate student preparation or optimal program sequencing, or as necessitated by changes in other courses.

4. When a course designator, number, title, and/or hours are changed, this must be reflected for ALL programs that require that course in the curriculum committee minutes of the college that generated the revision.

Rationale: This needs to be completed so that the changes can be included in the materials prepared by the Catalog Editor/Curriculum Coordinator, which are distributed to all of the colleges.

G. Catalog Descriptions
1. Course number
   a. 100- and 200-level courses are intended primarily for freshmen and sophomores.
   b. 300- and 400-level courses are intended primarily for juniors and seniors and often have prerequisites.
   c. 500-, 600-, and 700-level courses are offered for graduate credit only, except in special circumstances for seniors in 500-level courses. (See the Graduate Catalog.)

   **Rationale: Added a comma after 500-**

   d. Prerequisite courses should have lower numbers than the courses for which they are prerequisites.
   e. Numbers of deleted courses should not be assigned to new courses for a period of six years. If reassignment within six years is unavoidable, a "T" follows the reassigned number. The "T" is removed after six years.

   **Rationale: With MyNIU, the “T” is no longer necessary for reused course numbers. See also “T” defined below.**

   e. Course numbers 199, 299, 399, and 499 are normally reserved for use by the University Honors Program; 699 is normally reserved for thesis courses, and 799 is reserved for dissertation courses.
   f. Courses that treat different scholarly aspects of the same academic subfield may be grouped under the same numerical designation with different alphabetic suffixes (e.g., 490A, 490B, 490C, 490D). This is also a means of providing a more precise transcript record for independent study and topics courses. The following letters should not be used as a suffix to designate a topic subfield because they have other meanings:

   F - first-half-session course
   I - looks like a one
   L - last-half-session course
   O - looks like a zero
   P - permit course
   S - laboratory section
   T - reuse of a former course number when former course was in effect fewer than three years ago
Rationale: With MyNIU, the “T” is no longer necessary for reused course numbers.

X - crosslisted course
Z - international course

2. Course title
   a. The title should not be repeated in the course description.
   b. It should be sufficiently brief so as to fit (when abbreviated, if necessary) legibly on a transcript. (The transcript limitation is 30 characters, including spaces.)
   c. It should accurately and concisely reflect the content of the course.

3. Course description
   a. The description should not repeat the course title.
   b. It should consist of concise phrases that avoid "catalog clichés" such as "This course is a study of . . . ."

Rationale: Corrects spelling.

c. It should not include information normally provided in advisement.

4. Credit hours (See also Section III, Item 2, “Credit Hour.”) Rationale: To point out the definition of credit hour that appears earlier in the curriculum section of the APPM.

   a. Lecture courses commonly carry 3 hours of credit.
   b. Undergraduate lecture courses with a laboratory normally carry 4 hours of credit.

5. Prerequisite/corequisite
   a. should be an appropriate course, one that contains the content necessary for entry to the subsequent/concurrent course.
   b. for graduate-level courses, should must include "or consent of department."

Rationale: This is a parallel to the language in C.2.c.4. And it is required, so “must” is a more appropriate word.
6. Crosslisted courses
   a. Any course may be crosslisted with one or more other departments through the curricular process.
   b. Instructional responsibility remains with the department housing the original course, except that the original department may delegate that responsibility to another department.
   c. Agreements relating to crosslisted courses must be made in writing and approved by the appropriate deans and college curriculum committees before being forwarded to the Committee on the Undergraduate Curriculum and/or the Graduate Council Curriculum Committee.
   d. The chair of the originating department has the responsibility of coordinating any changes in a crosslisted course with the crosslisting department(s) and for seeing that the appropriate changes to all references to the course in the catalog(s) are forwarded to the appropriate university-level curriculum committee(s) at the same time.
   e. A course that is crosslisted with an existing general education course will also carry general education credit.

Rationale: This is to add a policy that the GEC decided on at its 9/26/13 meeting. The GEC approved of this revision to the APPM on 10/17/13 and the Undergraduate Coordinating Council received those minutes on 12/12/13.

f. The letter "X" as a suffix to a course number indicates a crosslisted course with primary responsibility in a different department.

↓
Checklist for New Course Proposals

Section III. Appendix A.

_____ Justification of need for the course has been provided.

_____ Availability of adequate resources has been determined.

_____ Availability of instructional personnel has been established.

_____ Appropriate prerequisites have been assigned.

As appropriate, other departments have been conferred with regarding cooperation, complementation, and duplication for

_____ course title/content (list departments)

_____ prerequisites (list departments)

_____ crosslisting (list departments).

_____ Supporting materials (list of topics, texts, bibliography, etc.) have been included.

[ ] Assessment plan as appropriate.

*Rationale: The CUC has asked for this to be added to ensure that departments are considering how they will assess the effectiveness of their courses.*

Approved by Graduate Council, March 2, 1992
Approved by Undergraduate Coordinating Committee, April 30, 1992

Last Updated: 8/14/07
Curricular Approval Procedures

Section III. Item 4.

Curricular Approval Process - Approval Required By Chart (PDF)

Appendix B - Guidelines and Sample Copy for College Curriculum Committee Minutes and Attachments (PDF)

Appendix E - Procedure for Requesting a New Degree Program or Off-Campus Degree Granting Authority

Appendix F - Request for Approval of a Subdivision of a Major

Appendix G - Request for Approval of the Deletion of a Major or of a Subdivision of a Major

Appendix H - Request for Approval of a Title Change for a Major or of a Subdivision of a Major

A. Department

1. The faculty of a department is responsible for initiating curricular changes in most instances. On those rare occasions when other levels assume the initiative, the department curriculum committee and department faculty will be given timely written notice (generally four weeks) of the suggested changes that affect the department's curriculum so there is adequate opportunity for a formal response.
   a. Correct procedures for formal approval of changes at the department level are normally detailed in the bylaws of the department.
   b. Prior consideration at college and university levels is necessary for changes requiring additional budgetary resources and changes involving the development of new units of instruction.

2. Consequences of changes must be addressed so that
   a. necessary changes in the department's own units of instruction are noted (courses and hours required, etc.).
   b. other departments and colleges whose units of instruction and/or resources may be affected have an opportunity to respond formally before action on approval is taken at higher levels. This includes adding courses to program requirements and prerequisites/corequisites; revising course designators or course numbers; and deleting courses. Adequate response time is generally considered to be four weeks. A lack of response will be interpreted as an absence of concern. Any stated concerns should trigger immediate dialogue to resolve them within the four-week time frame.

   Rationale: The first addition is to include college curriculum offices in communications. The second addition is to further clarify the changes that need to be communicated to departments outside of the college that has generated the change.

3. Proposals for changing the curriculum are written as changes in the appropriate catalog

D. Undergraduate
1. The Academic Policies and Admissions Standards Committee, the Committee on the Undergraduate Curriculum (CUC) and the General Education Committee (GEC) are standing committees of the Undergraduate Coordinating Council (UCC). They receive and approve undergraduate curricular recommendations appropriate to the standing committee directly from the colleges, via the Catalog Editor/Curriculum Coordinator.

Rationale: The first addition is to add APASC since they review limited admissions and limited retention curricular changes from the colleges. The second addition is to clarify the process of how these committees receive curricular changes.

2. All changes which should appear in subsequent undergraduate catalogs shall be recorded in the minutes of the appropriate committee.

3. The Office of the Catalog Editor will send a copy of the minutes of the Committee on the Undergraduate Curriculum (CUC) to each of the following: University Archives, the Office of Registration and Records, the Office of Publications and Printing, chairs of the college curriculum committees, and others as deemed appropriate by the Undergraduate Coordinating Council or the Council chair.

E. Board of Trustees/Illinois Board of Higher Education

1. A recommendation requiring board approval must first be approved by the department, college, and appropriate university committees and councils. It is then transmitted through the Office of the Provost to the President and to the Board of Trustees (which transmits it to the Board of Higher Education when appropriate.)

2. Items that require Board of Trustees approval (and may require Board of Higher Education approval) include:
   a. addition or deletion of emphasis (undergraduate) or specialization (graduate).
   b. addition or deletion of undergraduate or graduate major, option, or concentration.
   c. addition or deletion of undergraduate minor.
   d. name change of emphasis, specialization, major, minor, option, concentration, or department.

   Note: Board of Trustees action is the final step in deletions.

3. Items which require Board of Trustees and Illinois Board of Higher Education (IBHE) approval include new undergraduate and graduate degrees and programs. [An indication of intent must be submitted to the IBHE staff through the annual university's priorities statement in advance of forwarding a formal request.] Most other curricular recommendations [emphasis, specialization, title change, etc.] require a decision by the Board of Higher Education that the change constitutes "a reasonable and moderate extension of existing degree authority."
4. 2. Minutes of the Committee on the Undergraduate Curriculum and the Graduate Council Curriculum Committee are used to announce Board of Trustees and Board of Higher Education actions on NIU academic programs submitted to them.

Rationale: To correct the numbering for the two items above.

(See also Article 13: Academic Councils of the University in the University Bylaws for the governance structure, duties, and composition of councils and committees.)

Approved by Graduate Council, March 2, 1992
Approved by Undergraduate Coordinating Council, April 30, 1992
Latest editorial modifications, June 5, 1997; February 6, 2004, August 14, 2007
Last Updated: November 6, 2012
Received by the Graduate Council—December 1, 2014

GRADUATE COUNCIL CURRICULUM COMMITTEE (GCCC)
Second Meeting/2014-15 Academic Year
November 10, 2014
Approved

p. xx of xl
Guidelines and Sample Copy for College Curriculum Committee Minutes and Attachments
10/11/96 Revised 8/14/07

1. Each page of the narrative portion of the college minutes should **must** be paged using Roman numerals and have a heading in the following format.

   **Rationale:** The change from “should” to “must” throughout this document is to ensure that all the colleges are submitting their materials in the same format to make it easier for the Catalog Editor/Curriculum Coordinator to expedite the preparation of materials at that level. Currently a variety of formats are received and reformatting is required in order for the materials prepared by the Catalog Editor/Curriculum Coordinator to have consistency. The materials prepared by the Catalog Editor/Curriculum Coordinator are distributed university wide and consistency is important for readability.

   College of [Name of College]
   Curriculum Committee [Academic year] [# of meeting]
   [Date of Meeting] Page [Roman numeral] of page [Roman numeral]

2. Each page of the attachments to the minutes should **must** be paged using Arabic numbers and should have a heading following this format. Colleges **must** contact the Catalog Editor/Curriculum Coordinator for the proper formatting.

   College of [Name of College]
   Curriculum Committee [Academic year] [# of meeting]
   [Date of Meeting] Page [Arabic numeral] of page [Arabic numeral]

3. Changes should **must** be presented in the following categories in the following format.

   **Rationale:** A separate section is not needed for General Education changes. It should be part of the all university introductory changes.

   All University Introductory Change (including changes to the General Education curriculum)
   General Education Curricular Change
   Interdisciplinary Curricular Change
   College Curricular Change
   Department/School Curricular Change
4. Department curricular items presented in the attachments should **must** be in alphabetical order by department. They should not be done in the chronological order in which they were discussed at the meeting.

5. Within a department/school, curricular changes should **must** be presented in the following order.

   - Course Deletions ((The course deletion must also show in “Other Catalog Change” where this course will be deleted from all programs where it is listed as a requirement.)
   - New Courses (This must include the CIP code, see 17. below.)
   - Course Revisions (Course revisions must also be shown in “Other Catalog Change” for all programs that require the affected course.)

   **Rationale: Parenthetical phrases added for further clarification.**
   Other Catalog Changes (i.e., other than course changes)

6. All changes should specify **either** the page and year of the Undergraduate/Graduate Catalog(s) in which the affected material appears, for example: "Change to be made on page 11, column 2 of the 1996-97 Undergraduate Catalog." Be sure to specify Undergraduate and/or Graduate Catalog.

   **Rationale: Now that the catalog is online, the information that has been struck out is not necessary.**

7. All changes must have a rationale. If there is more than one change with the same rationale, those changes can be listed together with the one rationale.

   **Rationale: This is to reiterate that a rationale needs to be included for all catalog changes in the college attachments.**

8. Revisions to general education courses should **must** provide page number reference to be shown for both places in the Undergraduate Catalog where the course listing appears (i.e., in the front University Requirements section and in the department's course listing).

   **Rationale: now that the catalog is online, page number is not required.**
9. For new courses, the CIP code must be included, as well as a statement regarding nonduplication (e.g., “The department has consulted with A and B departments and they have confirmed that there is no duplication of content.”).

   **Rationale:** Clarifies requirements.

10. For course deletions, departments must show the deletion of the course from ALL programs where it appears. Departments must also notify those departments AND colleges affected by a course deletion.

   **Rationale:** Clarifies requirements.

11. For course revisions, the revision must also be shown in “Other Catalog Change” for ALL programs that require the affected course.

   **Rationale:** Clarifies requirements.

12. When adding a course from another college to a program’s requirements, the rationale must include a statement regarding course availability (e.g., The department has checked with Department X and they have indicated that there are enough sections for the students in our program.).

   **Rationale:** Departments should not be adding courses from another college without checking on availability ensure that students will not be delayed in their progress toward graduation.

13. Curricular items that also need to be brought to the attention of the Academic Policies and Admissions Standards Committee (APASC), General Education Committee (GEC), or the Committee on Initial Teacher Certification (CITC) should be identified as such by placing the appropriate committee's initials in bold in the left margin of the material in question.

   **Rationale:** Curricular changes involving limited admissions and limited retention need to be approved by APASC.

EXAMPLES

Department of Political Science

New course New Course also submitted for approval in the general education
distributive
(underline text above) studies area of general education

**Rationale:** Change is to add the underline to this text in the APPM. Underlining helps distinguish what catalog change is being proposed in the colleges’ attachments.

CIP code: 45.10

[GEA] DEMOCRACY IN AMERICA (3). American democracy studied through the speeches and writings of political leaders involved in founding, preserving, democratic institutions and continuing problems of liberty and equality. The Federalist Papers and Tocqueville's Democracy in America are standard texts.

**Rationale:** ….

**Rationale:** Added to further clarify that a rationale is needed for catalog changes.

**Department of Physics**

Other catalog change **Other catalog change** Page 204, 1995-96 Undergraduate Catalog

(underline text above)

**Rationale:** First change is to add the underline to this text in the APPM. Underling helps distinguish what catalog change is being proposed in the colleges’ attachments. Second change is because with the catalog being online page numbers are not necessary.

[CITC] **Retention**

GPA of 2.50 in all undergraduate course work at NIU and 3.00 GPA in all graduate course work at NIU. (shade to add text)

Satisfactory review of progress with the physics education coordinator each semester after admission to the certification program.

**Department of Technology**
[APASC] Course Revision Undergraduate Catalog

TECH 175. ELECTRICITY AND ELECTRONICS FUNDAMENTALS (3). Fundamentals of DC and AC circuits, network laws and theorem, passive circuit components, semiconductors, electric machines, and digital systems. PRQ: MATH 155 with a C or better and PHYS 150A or PHYS 210. CRQ: TECH 175A.

Rationale: Changes are to illustrate how to flag an item for APASC and to further illustration that a rationale is needed for catalog changes.

44. The type of revision (i.e., e.g., course deletion, new course, course revision, or other catalog change) should always be specified. In the case of a course revision, the nature of the change should be further specified, for example: Course revision -- change in description and prerequisite.

Rationale: To correct replace “i.e.” with “e.g.” and to eliminate unnecessary language.

15. All graduate-level prerequisites must include the phase "or consent of department" or "and consent of department."

16. For course deletions simply provide the number and title of the course to be deleted. If the course being deleted is to be replaced by either an existing course or a new course, that should also be specified. NOTE: If a department does list a replacement course, this does not mean that the deleted course will automatically be replaced with the alternate course. Departments still need to put through the regular curricular process such a change to their programs.

Rationale: Clarification.

EXAMPLE

Department of Accountancy

Course deletion Course deletion Page 65 of the 1995–96 Undergraduate Catalog
Rationale: Change is to add the underline to this text in the APPM. Underlining helps distinguish what catalog change is being proposed in the colleges’ attachments. And with the catalog being online, page numbers are not necessary.

457. GOVERNMENTAL AND NONPROFIT ACCOUNTING (2)

To be replaced by new course ACCY 480

Rationale: ….

Rationale: Added to further clarify that a rationale is needed for catalog changes.

17. Type new course descriptions as they are to appear in the catalog. Departments that subdivide their course listings into distinct subject areas should indicate the area under which a new course is to be listed. If a course is to be crosslisted, both courses must be submitted by each appropriate department simultaneously.

For each new course or unit of instruction, the CIP code must be given; CIP codes can be obtained from the Office of Finance and Planning. If the course title exceeds 30 characters (including spaces), a recommended abbreviation for use by Registration and Records should be included.

EXAMPLES

Department of Political Science

New course New course 1995-96 Undergraduate Catalog, page 210 (Public Policy/Public Administration)

Rationale: Change is to add the underline to this text in the APPM. Underlining helps distinguish what catalog change is being proposed in the colleges’ attachments. And with the catalog being online, page numbers are not necessary.

CIP code: 45.10
320. BIOPOLITICS AND HUMAN NATURE (3). Crosslisted as BIOS 320X. The moral and political debates provoked by Darwinian biology in explaining human nature. Possible topics include sex differences, crime, the IQ debate, the moral sense, and the neurology of social behavior.

**Rationale:** ....

*Rationale: Added to further clarify that a rationale is needed for catalog changes.*

Department of Accountancy (underline text above)

New course Replaces deleted course ACCY 457
(underline text above) (1995-96 Undergraduate Catalog, page 65)

**Rationale:** Change is to add the underline to this text in the APPM. Underlining helps distinguish what catalog change is being proposed in the colleges’ attachments. And with the catalog being online, page numbers are not necessary.

CIP code: 52.03

480. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (3). Basic introduction to state and local government accounting, federal government accounting, not-for-profit organization accounting; GAO audit standards and the single audit act, and not-for-profit tax issues. PRQ: ACCY 331.

**Rationale:** ....

*Rationale: Added to further clarify that a rationale is needed for catalog changes.*

18. When appropriate, New courses and new or revised units of instruction should be followed by a statement indicating the department(s) consulted to verify non-duplication of course content or the availability of resources and if such verification has been obtained or indicating other information pertaining to cooperative efforts with other academic units. (See example in 15. below.)
19. Revisions to existing catalog copy can be presented in various ways, including the following. Other formats may be acceptable as long as the changes being made are clearly identifiable. Check with the Catalog Editor/Curriculum Coordinator. Arrows or other indicators should be used to avoid the duplication of existing, unrevised copy. However, avoid having stand-alone changes, which may lead to confusion regarding the placement of changes.

**Rationale:** Further clarifies this requirement.

**EXAMPLES**

**Introductory section of Undergraduate Catalog**

Other catalog change **Other catalog change** Page 34, 1995-96 Undergraduate Catalog, Special Foreign Language Requirement

**Rationale:** Change is to add the underline to this text in the APPM. Underlining helps distinguish what catalog change is being proposed in the colleges’ attachments. And with the catalog being online, page numbers are not necessary.

Candidates for the Bachelor of Arts degree must demonstrate competence in a foreign language equivalent to that attained in two years of college instruction. This requirement must be met by

1. Successful completion of one of the following sequences:

Burmese: FLBU 103, FLBU 104

↓

Greek: FLCL 113, FLCL 104

Hebrew: FLHE 101, FLHE 102, FLHE 201, FLHE 202

↓

Swahili: FLSW 101, FLSW 102, FLSW 201, FLSW 202

Thai: FLTH 103, FLTH 104
Rationale: Added to further clarify that a rationale is needed for catalog changes.

School of Family, Consumer, and Nutrition Sciences

Change in interdisciplinary major in early childhood studies, page 141, 1996-97 Undergraduate Catalog

Rationale: Change is to add the underline to this text in the APPM. Underlining helps distinguish what catalog change is being proposed in the colleges’ attachments. And with the catalog being online, page numbers are not necessary.

CITC Interdisciplinary major in early childhood studies, page 141, 1996-97 Undergraduate Catalog

Rationale: With the catalog being online, page numbers are not necessary.

NO CHANGE

Requirements in Family, Consumer, and Nutrition Sciences (25)
FCNS 230, Child Development (3) FCNS 280, Human Development, the Family, and Society (3)
FCNS 284, Introduction to Family Relationships (3) (shade highlight to add text)
FCNS 330, Principles of Guiding Young Children (3)

Rationale: To add highlights to this section of the APPM.

NO CHANGE

FCNS 439, Infant Development in the Family (3)
FCNS 484, Advanced Family Relations (3) (highlight to add text)

Rationale: To add highlights to this section of the APPM.
[This interdisciplinary major is also listed under the Department of Curriculum and Instruction. A corresponding change is forthcoming from the College of Education.]

Rationale: Added to further clarify that a rationale is needed for catalog changes.
Procedure for Requesting a New Degree Program or Off-Campus Degree-Granting Authority And Delivering a Degree Program Online

- The chair will initiate discussions with the dean about creating a new degree program, seeking off-campus degree-granting authority for an existing degree, or delivering a degree program online.
- All programs will be systematically assessed in accordance with the program’s approved assessment plan. New degree programs must have an assessment plan approved by the University Assessment Panel and either the Committee on Undergraduate Curriculum (CUC) or the Graduate Council Curriculum Committee prior to sending the proposal within three months of for IBHE approval to deliver the program.

Rationale: Regarding requiring an assessment plan, un the past, the CUC has asked to see the assessment plan for new programs. The deletion of “within three months of” comes at the request of the vice provost for academic planning and development.

U:\Planning\GenInfo\ProcedureNewOffCampusOnlineDegrees
Reviewed 4Sept2007;18Feb2009
REQUEST FOR APPROVAL OF A NEW DEGREE PROGRAM†

1. Responsible department or administrative unit:

10. Learning Outcomes:

11. Assessment Plan approved by the University Assessment Panel.

Rationale: In the past, the CUC and the GCCC have asked to see assessment plans / additional information for new programs. The remainder of the revisions is to simply renumber the times in this section.

12. Expected methods for course delivery:

13. Criteria for admission to the program:

14. Credit hour requirements to complete degree:

15. Explain expected credit hours, enrollment, and degree completions within the first three years of implementation:

<table>
<thead>
<tr>
<th>Student Enrollment Projections</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Program Majors (Fall headcount)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Full-Time-Equivalent Majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Credit Hours in EXISTING Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Credit Hours in NEW Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Number of Degrees Awarded</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Explain the adequacy of existing library and other resources to support program delivery:

17. Explain staffing needs (current and future) as well as funding and source of funds:
<table>
<thead>
<tr>
<th>Resources</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non-State Sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing State Sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Reallocation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Amount in Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Personal Services/Staff</td>
<td></td>
</tr>
<tr>
<td>Equipment and Instructional Needs</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Other Support Services</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Student/GA</td>
<td></td>
</tr>
</tbody>
</table>

†Attach catalog copy including course descriptions
Request for Approval of a Subdivision of a Major

[undergraduate emphasis or minor or graduate specialization or concentration]

Section III. Appendix F.

Download this form in Word

Comparison of Emphases or Specializations Form (for majors that have subdivisions) in Word

Comparison of an Emphasis or Specialization to a Major Form (for a major that has no emphases or specializations) in Word

Responsible Department or Administrative Unit:

1. Name of Degree Program:

2. ↓

11. If the subdivision is an emphasis or specialization, the IBHE expects that it will have a core of courses in common with existing subdivisions with the major. Complete the correct attached chart depending on if the major has existing subdivisions or if this will be the first subdivision of the existing major.

12. If the subdivision is a minor, then the requirement in Section III.3.a.6. must be satisfied.

_Rationale: This adds a reference to the policy for a minor. See also Operating Procedures for Curricular Items (Item 3.A.6.)._

Approved by Provost's Office, April 18, 1997

Last Updated: 4/02/09
General Curricular Policies
Section III. Item 5.

A. Initial Offering of New Courses and Programs

Effective Dates for Curricular Changes

A new course or unit of instruction may be offered or an existing course revised or deleted in the semester following the one in which it received all required approvals, as long as the new course received all the appropriate approvals prior to registration for the following semester. A new major or other unit of instruction requiring Illinois Board of Higher Education approval may be offered in the fall semester following approval by the Board of Higher Education unless a later implementation date is indicated in the program proposal. All other catalog changes will become effective when published in the next catalog (May 15 for the Graduate Catalog and both catalogs have a fall semester for the Undergraduate Catalog effective date), unless a later implementation date is indicated. Students may graduate under the requirements of a new program in the academic term following the one in which it appears in the appropriate catalog unless the offering department requests that students be permitted to graduate in the term following full approval of the program. No new course or program may be advertised as available until fully approved for inclusion in the appropriate catalog.

Rationale: The track changes here show changes that were approved by the CUC and GCCC on 2/14/08 and 2/4/08 respectively. However, they aren’t really the best policy, so other revisions are suggested with strikethrough and highlight at the request of Registration and Records because there may be times when the timing of IBHE approval is received too late for R&R to add the program to the MyNIU for the next academic year. Revisions to and deletions of courses must not take place midyear. This also clarifies which board is being referred to and to update the catalog effective date for the Graduate Catalog.

B. S/U Grading

At the undergraduate level, if a course is to be graded on the satisfactory/unsatisfactory (S/U) grading system, the course description must state that S/U grading is applied. At the graduate level, certain course titles automatically make the course eligible for S/U grading: titles including the term "workshop," "internship," "independent study/research," "practicum," "seminar," "thesis," or "dissertation." Other graduate-level courses may be graded on the S/U basis only if the approved catalog course description indicates the S/U grading system may be used. A course may be offered for either letter grading or S/U grading, but the grading system employed must be for all students in a specific section and must be so noted for that section in the online course finder.

Rationale: This is to explain the use of S/U and/or letter grading for the same course.

Grading on the S/U basis is to be distinguished from grading on the pass/fail (P/F) basis. The P/F
basis may be elected for undergraduate courses by the student (subject to restrictions set forth in the catalog). Where employed, the S/U system grading applies to all members of the class.

*Rationale: The P/F grading option was eliminated a number of years ago.*

C. Catalog Copy and Transcript Information for Emphases and Specializations

1. Undergraduate emphases, graduate specializations, graduate concentrations, certificates of undergraduate study, certificates of graduate study, and their requirements, are listed in the catalogs.

2. Emphases or specializations are to be entered on the transcripts of students completing the appropriate requirements, coded for internal record keeping and external reports, and assigned to the appropriate CIP categories.

3. No emphasis, specialization, concentration, or undergraduate or graduate certificate may be advertised as available until fully approved for inclusion in the appropriate catalog.

4. University "major code numbers" are assigned only to majors, minors, emphases (undergraduate), and specializations (graduate) that have been approved by the Board of Trustees and the Board of Higher Education. These are then reflected on the student's transcript as appropriate. Other units of instruction such as alternatives and options do not receive major code numbers and usually do not appear on the student's transcript; however, graduate options for which requirements have been approved for inclusion in the Graduate Catalog do appear on the student's transcript. Certificates of undergraduate study, certificates of graduate study, and graduate concentrations also appear on transcripts.

5. The ACT score shall not be used as the only criterion for determining a student's admission to programs and/or courses.

6. Course Subtitles

D. Time Conflicts

A student may not enroll in two courses whose meeting times overlap, except with the written permission of the instructors of both courses and the approval of the office of the college dean (s) (for undergraduate students) or of the graduate dean (for graduate-level students).

E. Course Subtitles

Courses carrying graduate credit with titles including "Practicum," "Seminar," "Topics," or "Workshop" may carry a shortened title along with a subtitle for inclusion in advertising and on transcripts. For example, a course titled "Seminar in Anthropology" might be offered as "Seminar: Cultural Anthropology."

Prior to offering or advertising such a course with subtitles, timely notice of the proposed offering (at least four weeks prior to the deadline for appearing in the online course finder the Schedule of Classes or in other advertising) will be given to departments encompassing areas with which it might
Rationale: There is no longer a published Schedule of Classes.

This provision is for course topics to be offered on an experimental or infrequent basis. If a topic is to be offered at least once every four years, it should be submitted for approval as a new course through the curricular process described in Section III, Item 4 (Curricular Approval Procedures).

F. Grading Materials

Grading materials, including but not necessarily limited to, exams and assignments not returned to students, syllabi with grading policy, and grade books or spreadsheets, should be retained for a period of not less than 13 months from completion of the course, and must be accessible to the department chair or other appropriate person.

G. Guests in the Classroom

Guests in the classroom must have the permission of the instructor. When deciding whether a guest is appropriate, the instructor should take into consideration the effect the guest will have on the learning environment. Guests do not include those present on behalf of departmental, and/or university supervisory or security, duties. Those present for supervisory and/or security duties must, prior to class, notify the instructor of their intent to be present, except in emergency situations.

Approved by Graduate Council, March 2, 1992
Approved by Undergraduate Coordinating Committee, April 30, 1992
Modified by Graduate Council, March 7, 1994 (part E)
Last Updated: 4/18/12
Guidelines for the Development of Interdisciplinary Courses

These are guidelines for the development, approval, and review of courses which transcend the interests and responsibilities of single departments. Such courses fall within three classifications:

1. Those courses that involve more than one faculty unit, such as existing IDSP courses (e.g., IDSP 290: Drama into Film which involves COMS, ENGL, and THEA), but which have contents particularly relevant to the participating faculties;

2. Those courses that transcend the existing conceptual framework of departments, such as UNIV designated courses, which have contents of general rather than discipline-specific interest (and at the college level, examples could include IVPA 100H: Aesthetic Resources of Northern Illinois);

   **Rationale:** To eliminate an obsolete course being used as an example.

3. Those courses that might be developed as a consequence of the emergence of areas of interest to the institution, such as Ecological Environmental Studies or Women's Studies, and which reflect a special interest in that area (e.g., ILAS 432: Feminist Theory) and could develop into discipline-based courses.

   **Rationale:** Changes bring this up to date and to eliminate an obsolete course being used as an example.

For those courses in categories 1 and 2 above, the following conceptual framework and guidelines apply:

↓
Guidelines for Online Courses Carrying Graduate Credit Offered by Northern Illinois University

Section III. Item 22.

1. An online course carrying graduate credit must have an official instructor of record, just as any other course offered for graduate credit.

2. Limitations, regarding who may enroll in a course in a given term, should be published in the same fashion as the availability of that course is publicized (in the Schedule of Classes or otherwise). For example, the fact that the delivery system for a course is the World Wide Web/Internet should be indicated.

3. If a new graduate-level course is created that is intended to be offered primarily or exclusively online, its submission to the curricular-approved process must include providing the curricular committees a rationale as to how the number of credit hours has been determined. This may be done in a variety of ways and is necessary because "contact hours" may not be a germane criterion.

4. Online graduate courses should not be identified differently on NIU transcripts.

5. Acceptance of a graduate student's transfer of credit from online courses should be subject to the established limits on transfer of course credit. Similarly, there should be no special limitations on the amount of credit from online courses that may be applied toward an NIU graduate degree.

6. Graduate courses and programs offered online should be subject to the same approval processes as for other graduate courses and programs. It should be left up to individual departments and colleges by what mechanism courses gain their approval for online delivery. There should not be any special curricular approval mechanism for an existing degree program to be offered entirely online. As nothing special is recommended for online course approval, then when there are sufficient courses online, there will be a degree program online.

7. Current rules regarding number of hours of credit that a graduate-level student can take in an academic term should apply to online courses as well. That is, these courses will count in the student's course load.

8. Online graduate courses should adhere to the same academic calendar and related rules (drop/add, withdrawal, refund policies, etc.) as traditional graduate courses. The use of the boundaries of the existing academic terms is sound both academically and administratively.

9. Delivery of graduate courses by remote electronic means can be important and appropriate but such courses ought not become the electronic equivalent of correspondence courses. Therefore, courses delivered by these means must include significant interaction between students and instructor, and among students, when such opportunities would normally be part of the course if offered in traditional on-campus mode.

Approved by the Graduate Council, October 5, 1998

Last Updated: October 5, 1998