

OFFICIAL MINUTES
BACCALAUREATE COUNCIL
Eighth Meeting/ 2021-2022 Academic Year
April 14, 2022
Remote via Microsoft Teams

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<u>Voting Members Present:</u>	A. Ferguson (BUS), S. Ehsani (BUS), R. Caughron (EDU), E. Sebastiao (EDU), N. Andzik (EDU), J. Ryu (EET), A. McCarthy, (HHS), J. Flynn (LAS), A. Schatteman (LAS), A. Devroye (VPA), B. Hart (VPA), M. Myles, (Advising Director), W. Finley (Libraries)
<u>Ex-Officio Non-Voting Members</u>	O. Ghrayeb (Senior Vice Provost), M. Lagunas (Assistant Vice President, Enrollment Management), C. Schmitz (University Registrar), C. McFarland McKee (CC/CE)
<u>Guests Present:</u>	Ed Klonoski (Associate Dean, VPA) and Andrew Glendening (Director, School of Music, VPA)

The Baccalaureate Council (BC) meeting was called to order at 12:32 p.m. by Chair Omar Ghrayeb, Senior Vice Provost, Academic Affairs.

I. ADOPTION OF AGENDA – Ghrayeb called for a motion to approve the agenda for April 14, 2022. Caughron so moved and this was seconded by Sebastiao. The motion was **APPROVED unanimously**.

II. APPROVAL OF MINUTES – Ghrayeb called for a motion to approve the minutes from March 10, 2022. Caughron so moved and this was seconded by Ferguson. The motion was **APPROVED unanimously**.

III. ANNOUNCEMENTS

- A. Carol McFarland McKee was introduced as the new Interim Curriculum Coordinator and Catalog Editor cmcfarlandmckee@niu.edu.
- B. Ed Klonoski, Associate Dean, College of Visual and Performing Arts, and Andrew Glendening, Director, School of Music, attended from the College of Visual and Performing Arts to present CVPA 09 curricular items under Section A and answer questions.

IV. CONSENT AGENDA – None

V. DISCUSSION AGENDA

A. Section A

1. College of Business

Ghrayeb called for a motion to discuss and approve the items in V.A.1. Caughron so moved and this was seconded by Ferguson. Ghrayeb called the vote and all items included in the motion from the College of Business were **APPROVED UNANIMOUSLY**.

CBUS 10 (AY 2021-2022)

- Item CBUSUG21.22.10.01 / PR Minor Social Entrepreneurship

2. College of Health and Human Sciences – Ghrayeb called for a motion to approve V.A.2. Caughron so moved and this was seconded by McCarthy.

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All items included in the motion for the College of Health and Human Sciences were **APPROVED UNANIMOUSLY**.

CHHS17 (AY 2021-2022)

- Item CHHS21.22.17.01/PR Minor in Military Science

3. *College of Liberal Arts and Sciences* – Ghrayeb noted that the new course MATH 103 and adding MATH 103 to General Education Foundational Studies Quantitative Literacy Requirement should be approved by the General Education Committee before coming to Baccalaureate Council and is scheduled to be presented to GEC on April 21, 2022. Caughron suggested tabling action on MATH 103. Ghrayeb clarified that MATH 103 will go to the GEC to approve the course to be added to the Quantitative Reasoning and then come back to BC to approve to be added to the catalog.

Myles noted there is a significant need within Advising for MATH 103 to be added. After some discussion about the best way to move forward and to avoid back and forth among committees, Klonoski suggested that in the past, curricular items have been conditionally approved, contingent upon approval of another committee. Ghrayeb noted that MATH 103 is a course substitute that will replace MATH 108, the last remedial course we have in our catalog. Students who pass MATH 103 would be equivalent to passing MATH 101, which is already under General Education, so students who pass MATH 103 will fulfill the General Education Foundational Studies requirement in Quantitative Reasoning.

Ghrayeb called for a motion to approve both items under V.A.3, with approval of the first item CLAS21.22.08.01, adding MATH 103 to General Education Foundational Studies Quantitative Literacy, conditional on GEC approval of adding MATH 103 to Foundational Studies. Caughron so moved and Myles seconded.

Ghrayeb shared with the BC that he had recently been invited by the IBHE and the Governor's Office to participate on a panel with other representatives from 4-year institutions and community colleges in Illinois to discuss developmental education. Ghrayeb reported that NIU is way ahead of the curve compared to all other institutions. Starting this fall, we will have no remedial courses in our catalog. All NIU incoming students will be placed in college level courses and will not take courses that do not count toward their degree.

All items included in the motion for the College of Liberal Arts and Sciences were **APPROVED UNANIMOUSLY** with the caveat noted in the motion that approval of the first item is conditioned upon approval of this same item by the GEC.

CLAS 08 (AY 2021-2022)

- Item CLAS21.22.08.01/ Add MATH 103 to Gen Ed FSQR / Will be presented to GEC on April 21, 2022
- Item CLAS21.22.08.02/NC MATH 103

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4. *College of Visual and Performing Arts* – Ghrayeb called for a motion to approve V.A.4. Caughron so moved and this was seconded by Ferguson.

Ghrayeb noted that philosophically when the level of the course is decided, the content and learning outcomes are a factor, but with the CVPA submissions under consideration, the numbers on several courses were changed without any change in the content description or learning outcomes. Ghrayeb asked that the reasoning for the course renumbering be explained to members of the BC.

Glendening explained that the courses that have been submitted have been around for a considerable amount of time, and the technology involved in computer music and sound has changed dramatically from when NIU first started teaching these courses. Glendening noted that this is industry wide. Essentially the first two courses were dealing with plugs and wires, but now there is no need to wire anything because it is all done in the computer. The courses submitted were added to the curriculum quite some time ago and were part of four-course sequences that led to more advanced courses. Over time, the course syllabi and course content has drifted from the upper courses down to the lower courses, and the upper courses haven't been offered. Functionally those courses have shifted and modernized, but the curriculum was never actually updated to indicate that correctly.

Glendening further explained that because the School of Music is going into their ten-year national accreditation review in the fall, these submissions reflect one of the cleanup items to prepare for that review. He noted that the higher-level outcomes are still there, but faculty just get to them a lot faster and can compress the curriculum due to changes in technology. Glendening indicated that the School of Music may come back at some point later and add a much more advanced interactive course, assuming they are able to get funding to update equipment to support that level.

Glendening concluded his remarks by noting that the School of Music is also trying to untangle the Graduate recording arts program, which has kind of evolved under the individual specialization major, from the undergraduate courses.

Klonoski summarized that in the field, as technology has grown and advanced by leaps and bounds, so too the technological aspect of these courses has really improved. The faculty teaching them have kept up with the times, they just did not do so with respect to the appropriate level of the information, outcomes, and content of the course.

Ghrayeb asked to clarify his understanding that the descriptions are accurate in describing what is being taught, but the course numbers should be higher because the learning outcomes are a higher level. Klonoski confirmed that is exactly right. Glendening added that the main issue is that they can now go faster, farther, and deeper more easily, so in the general sense, the outcomes are correct. How far we go with them specifically is what has dramatically changed. We are now teaching students in two semesters what we used to teach them in four.

Myles asked about the repeatability of the courses as a 300-level course if the student

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had already taken it as a 200-level course, questioning whether that is because the student can get credit in the course again or because the student has to repeat the course because they had a “D” or an “F”. Klonoski responded that it is the latter (repeat due to a failing grade), and that they were advised by Registration & Records to do so because otherwise if a student was not successful at the lower-level numbered course, they would not have a repeat option.

Devroye pointed out an error in the description of item CVPA21.22.09.02 in that the course revision refers to MUTC 211, which is being renumbered to MUTC 302, and this editorial change was made.

All items included in the motion for the College of Health and Human Sciences, with the editorial revision to CVPA21.22.09.02, were **APPROVED UNANIMOUSLY**.

CVPA 09 (AY 2021-2022)

- Item CVPA21.22.09.01/CR MUTC 211 to 302
- Item CVPA21.22.09.02/CR MUTC 212 to 304
- Item CVPA21.22.09.03/CR MUTC 214 to 314
- Item CVPA21.22.09.04/CR MUTC 215 to 315
- Item CVPA21.22.09.05/CR MUTC 216 to 316
- Item CVPA21.22.09.06/CR MUTC 223 to 323
- Item CVPA21.22.09.07/CR MUTC 224 to 324
- Item CVPA21.22.09.08/CR MUTC 311 PRQ Change due to course # revision
- Item CVPA21.22.09.09/CR MUTC 325 PRQ Change due to course # revision
- Item CVPA21.22.09.10/PR BA Music due to course # revisions

VI. UNFINISHED BUSINESS - None

VII. NEW BUSINESS

- A. Discussion of Curricular Deadline Exceptions. Ghrayeb introduced the discussion with a reminder that before he came into his current position, the deadline for any curricular item to make it into the next year’s catalog was October 30, and that was not conducive to helping the colleges and the departments to make changes to be in the catalog and be readily available to students. Ghrayeb thanked the BC members for being flexible and to Registration & Records for being responsive to last minute changes. The BC decided to be flexible and accept submissions to go into the catalog way beyond October 30. But what has been happening, some programs come in May to the last meeting and want their item to be in the catalog offered in the fall. We realized we needed a deadline, and we wanted the deadline to be flexible or as late as possible. At the same time, we want some guidelines to govern what items are considered urgent.

Ferguson added that this issue was raised because we have a heavy lift in the fall, with lots of items, long meetings, and lots of things to go through. This was in part because historically the deadlines to get into the next catalog happen in the fall, and people generally work towards those deadlines. We have had a couple of meetings

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this spring where items have come up and they have been considered potential exceptions to the deadline, such that they can get into the next catalog without waiting until the one after that, even though they missed the fall deadline. The question at hand is, when is that okay, and when is it not okay? Ferguson noted that Halverson had a system where the curricular deans could apply for these exceptions, and she would go through some dimensions with Ghrayeb that she thought would warrant an exception being made. Ferguson stated that she thought it would be useful to have this discussion in the BC for visibility into the philosophy of this process, as well as to get ideas on what should be the process if there is an item for which there should be an exception or for items which should not be an exception. Ferguson shared that she thought it would be helpful information for the BC to know that sometimes this happens, and secondly, BC members could have some input into the criteria for which an exception would be okay.

Ghrayeb commended Ferguson, as Faculty Chair, for her insistence that this exceptions process be more transparent to BC members so that everyone understands what is going on. Ghrayeb assured the BC members that none of the items for which exceptions were given were treated differently. All of them went through the same vetting process and the impact and urgency of those items was evaluated. Registration and Records was then consulted to determine if they have the bandwidth, and if they approved then we agreed to expedite it; otherwise, we say no. Ghrayeb noted that the purpose of this item on the agenda is to share with BC members what we have been doing over the last few years and see if BC members have any additional input to the practice we have been using.

Ferguson added that part of this was raised by the Curricular Deans saying that if we have some sort of important issue that comes up in the spring, like a statewide change to teacher licensure or an accreditation issue that has come up and requires a response right away, it seems fairly arduous and problematic to wait a year and a half to get something into the catalog because the fall deadline was missed. There is a need to be flexible but at the same time, it should also be transparent so we know when it is okay to do that and when it is not okay to do that.

Ghrayeb noted that some of the examples include compliance, licensure, or accreditation, and another factor that is always considered is the impact on students, and how big the impact is. These are the type of factors we look at in considering an exception to the catalog deadline.

Devroye asked if it was possible to just define a drop-dead date beyond which it is not possible to get something in the catalog on time, and have that be the deadline, and do away with the idea of exceptions? How do we define what is an acceptable exception? Devroye asked if we can structure this process to have a hard deadline that is as late as we can possibly make it to leave the most flexibility and not allow exceptions.

Ghrayeb noted that we do have a deadline and it was pushed back as much as we could where Registration & Records can handle the items. There are some cases where beyond the deadline, new information arises or something happens where a

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program needs to make changes and make them available immediately. We cannot say this date is the deadline and we are not considering or listening to any justification.

Devroye then asked that if there are instances where change is still possible, why is the deadline as far back as it is? Ghrayeb explained that if we open it until April, then at the last meeting we will have all the catalog change items. He encouraged BC members to remember how full the November meetings are, noting that if we change the deadline for everything until April, then Registration & Records will not have the bandwidth to code all of the items at once.

Devroye asked if the workflow of the catalog changes is by the academic year, or whether it makes a difference if a change needs to be implemented in fall or spring semester and if even more lead time is needed to get in under the deadline for a spring semester change.

Ghrayeb explained that the catalog for the following year is published in spring, the first week of March, and everyone knows that the NIU catalog for the following year will be live the first week of March. This is important because admissions officers, transfer counselors, and advisors need to know this because they need to know what would apply to incoming students for the following year. The official catalog for NIU is the online catalog, so we can go and make changes, but we cannot make lots of major changes to that catalog after it is published. We can make changes if there are exceptional cases. If we say we are going to keep it open to changes through April and May, that will be confusing to anyone who is looking at the catalog. That is why we truly pushed the deadline as far as we could, taking into consideration the bandwidth Registration & Records has because every item we approve here must go to Registration & Records so they can code it into MyNIU. So, it is not as simple as just adding it to the catalog – there is work that Registration & Records has to do and they have limited bandwidth.

Devroye noted his appreciation for the explanation and asked for clarification of the new deadline. Ghrayeb noted that he believed the new deadline is November 15 but encouraged BC members to go back to their departments and colleges and spread the same message: Don't wait until August to start working on curricular items for the catalog, because then you are rushing your curricular items, you are rushing your curricular committees, you are rushing the BC, you are rushing Registration & Records, you are rushing everyone. Instead, spread out the work. If an item is urgent, we will squeeze it in, but if it is not urgent, it is scheduled to be put into the catalog.

Devroye asked if there might be a way to administratively spread the rush out to get away from every single change piling up at once, and base the deadlines on the type of catalog change that you want to make, such as a simple fixing of language can still happen in February; a new course has to be submitted by December; a program change or requirement change has to be done in October, to affect the following year.

Ghrayeb noted that this was the exact same logic that was used to decide what items go through the expedited process versus the default process. There are many items

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that don't come to the BC. They are approved at the college level, and they go into the catalog right away. However, we really don't want to open the catalog for changes after the date it is published. We still can make changes if that item has been vetted as an urgent item. Once the catalog is published, it is the catalog. We still can make changes, but those changes cannot be too many, otherwise it will be confusing.

Ghrayeb promised to go back and review with Ferguson and McFarland McKee the deadlines, and to remind everyone of the expedited process and remind everyone of the criteria that is used for exception to the deadline.

Ferguson added that she thought this discussion would be helpful to BC members to know that there is this process for curricular items that are deemed urgent and considered for exception to the deadline, and that any considered item does go through a process. The item must go through the college and the curricular dean has to put in a formal request. It must go through this checklist and go to Ghrayeb before it would be deemed worthy of that sort of process. Ferguson noted that she did not realize this process was in place and thought it would be useful to explain the process to BC members and take a look at some of the criteria because people might interpret them in different ways.

Ghrayeb affirmed that it is not random, nor is it ad hoc, but it is a process that requires multiple layers of approval, and each item on this process has its own implications.

Myles pointed out that one example of this process is the MATH change that was just addressed earlier in this meeting – that it needed to happen and needed to happen immediately.

VIII. ADJOURNMENT - Ghrayeb call for a motion to adjourn. Myles so moved and this was seconded by Sebastio. The eighth meeting of the Baccalaureate Council for the academic year 2021-22 was adjourned at 1:22 pm. The next meeting of the Baccalaureate Council will be held April 14, 2022 at 12:30 p.m. via Teams.

Respectfully submitted,

Carol McFarland McKee
Curriculum Coordinator/ Catalog Editor