



DISCOVERING WHAT NIU GRADUATES SHOULD KNOW, VALUE, AND BE ABLE TO DO

**Proposed baccalaureate goals
NIU Baccalaureate Review Task Force
September 2009**

OVERVIEW

- **What prompted the baccalaureate review?**
- **What did the task force do?**
- **What did people say?**



NEED FOR CURRICULUM REVIEW



**NIU's
Strategic
Planning
Initiative
identified the
need for
undergraduate
curriculum
review**



BACCALAUREATE GOALS

**Baccalaureate goals
should drive
the undergraduate
curriculum,
especially general
education.**



SUPPORT FOR BACCALAUREATE GOALS

Baccalaureate goals



TASK FORCE MEMBERSHIP

Includes over 40 students, faculty, staff, and administrators.

BACCALAUREATE REVIEW TASK FORCE MEMBERSHIP

College of Business

Elisa Fredericks*
Rebecca Shortridge

College of Education

Alan Clemens
Jeffrey Hecht
Lucy Townsend*
Marc VanOverbeke

College of Engineering & Engineering Technology

Brian Collier
Omar Ghayeb*
Earl Hansen
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College of Health & Human Sciences

M.J. Blaschak
Greg Long* (Co-Chair)
Mary Pritchard
Josephine Umoren

College of Liberal Arts & Sciences

David Ballantine
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David Gorman
Janice Hamlet
Jim Schmidt
Linda Sons
Paul Stoddard*

College of Visual & Performing Arts

Sinclair Bell
Glenda Cosenza
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Ed Klanoski
Jeff Kowalski*

Administrators & Support Staff

F Michelle Bringas*
James Brunson
Jes Cisneros*
Paul Crawford
Carolinda Douglass*
Samantha M. Fisher
Barbara Fouts*
Wendell Johnson
Nancy Kasinski
Murali Krishnamurthi*
Margie Myles
Deb Pierce
Pamela Rosenberg
Earl "Gip" Seaver* (Co-Chair)
Donna Smith

Students

Robert Sorsby*
Daniel Matousek*

* = Steering committee member



TASK FORCE OBJECTIVES...



- **Process**—thorough and inclusive
- **Outcome**—propose baccalaureate goals

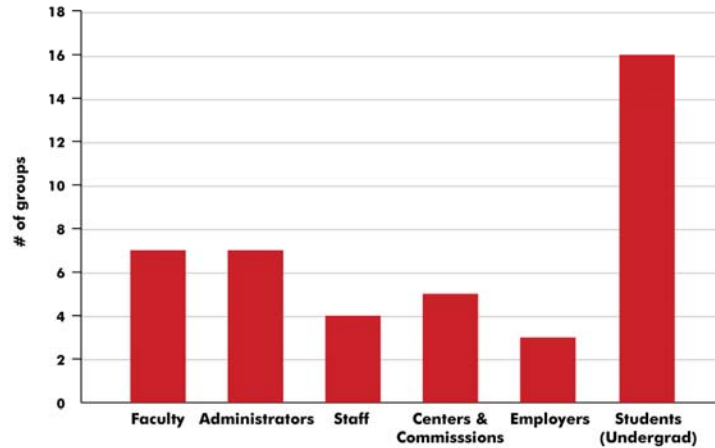


FEEDBACK SOUGHT FROM...

- **Students**
- **Faculty**
- **Staff**
- **Employers**
- **Administrators**
- **Centers and Commissions**
- **Parents**
- **Community colleges**

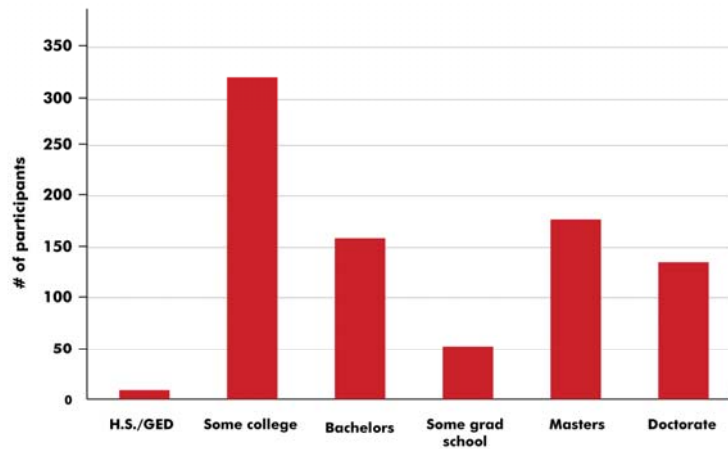


FOCUS GROUPS



NIU NORTHERN
ILLINOIS
UNIVERSITY

ONLINE SURVEY



NIU NORTHERN
ILLINOIS
UNIVERSITY

THE THREE CS

Critical Thinking

Communication

Context

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CRITICAL THINKING

Most cited goal

Literacy

- Value reading and understand high-level content
- Write clearly
- Pursue life-long learning

Reflectivity

- Demonstrate personal awareness
- View learning as an ongoing cycle
- Reflect on and apply new-found knowledge

Information skills

- Find and evaluate information
- Make logical arguments
- Use reasoned thought and learning (scientific method)

NIU NORTHERN
ILLINOIS
UNIVERSITY

COMMUNICATION

Technology

- Master basic computer applications
- Use technology to facilitate communication

Language

- Master written English
- Speak clearly and professionally
- Communicate across cultural boundaries

Collaboration

- Work well with others
- Listen attentively
- Conduct meaningful exchanges



CONTEXT

Historical Context

- Use history to understand the present
- Know current events (considered in a historical context)
- Understand major social systems (economic, social, political)

Global Context

- Recognize interconnections among countries and other members of the global community
- Understand the United States' roles in the world
- Respect multiple perspectives

Social Context

- Contribute to society
- Demonstrate individual responsibility and initiative
- Seek diverse experiences and appreciate differences



FUTURE DIRECTIONS

- Refine the goals
- Begin to...
 - Develop measurable goals and objectives
 - Identify potential assessment strategies
 - Discuss relationship to general education program

