This information is provisional:

- Provost feedback
- Final public input
- Curricular approval
- Catalog changes
Tentative Curricular Objectives and Recommendations

- High impact practices
- General education integration & flexibility
- Baccalaureate goals and SLOs
Increased curricular flexibility is accomplished through the reduction in general education credit-hours and by allowing two major degree courses to also fulfill general education requirements.

New requirements include:

- Two writing-infused courses
- A first-year experience
- A career success course

Some if not all of these requirements may be satisfied in the general education or major studies.
PLUS Baccalaureate Enhancements

Four High Impact Practices for all students

- Two upper-division “writing-infused” courses
- First-year experience (UNIV 101/201 or equivalent)
- Engaged Learning:
  - Courses
  - Co-curricular practices
- Career Success (UNIV 301 or equivalent)

LEAP Initiative HIPS

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Undergraduate Research
- Diversity/Global Learning
- Collaborative Assignments and Projects
- Service Learning and Community-Based Learning
- Internships
- Capstone Courses and Projects

George D. Kuh LEAP Report, October 2008 / AAC&U
PLUS Comparison

- 13 courses, 39 hours
- Core competencies + four distributive areas
- Specific general education goals

- 11 courses, 33 hours
- Four areas of study
- Eight student learning outcomes
Develop the competencies necessary to succeed academically and personally

- Think critically and creatively
- Reason quantitatively and qualitatively
- Communicate clearly and effectively
- Work collaboratively across disciplines
Continuation of the foundational competencies

- Assure exposure to a broad array of ideas and disciplines
- Explore ways of obtaining and interpreting information
- Broaden traditional distributional areas
- Increase both the range and number of general education courses available
### Potential IAI Code Articulations into PLUS Domains

#### PLUS General Education

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- All IAI-coded transfer courses will articulate into an area of study
- All NIU gen ed courses have IAI codes
PLUS Pathways

- A pathway is a body of course work drawn from all three knowledge domains that examines a theme from different disciplinary perspectives.

- Courses in a pathway coalesce around a set of large questions that are central to the pathway theme.

- Possible Pathways
  - Human Heritage
  - Human Learning
  - Health & Wellness
  - Identities
  - Innovation & Creativity
  - Global Affairs
  - Power & Social Justice
  - Sustainability

- Pathway lead to transcript documentation
  - **Focus**: one course from each Knowledge Domain
  - **Minor**: one lower-division course from each Knowledge Domain, plus three upper-division courses from two Knowledge Domains
**Existing Courses**

1. Choose Area of Study
General Education Pathway Participation

Existing Courses

1. Choose Area of Study
2. Pathway Application
3. Placement into: Pathway

Existing Gen Ed and IAI-coded Courses

New Areas of Study

Pathway Applications

GEC
**Existing Courses**

1. Choose Area of Study
2. Pathway Application
3. Placement into: Pathway

**New Courses**

1. Pathway Application
2. Placement into: Area of Study and Pathway
Summary and Timeline

*This information is provisional: provost feedback, final public input, curricular approval, and final catalog insertion*

- **High Impact Practices** - all students will experience high impact practices

- **General education integration & flexibility** - greater flexibility through the inclusion of knowledge domains and pathways

- **Baccalaureate goals and SLOs** - the Office of Assessment Services is completing a plan to assess how well the undergraduate addresses these goals and SLOs

**Timeline**

- September
  - Provost
  - Public Comment
- November
  - Committees
- January 2015
  - GE Course transformation
- Fall 2015
  - First Stage Implementation

- Ed Klonoski (eklonoski@niu.edu)
- Michael Kolb (aloha@niu.edu)
PLUS Mapping SLOs onto the Curriculum

- Faculty
  - Identify a primary and secondary learning outcome for undergraduate courses
  - Identify the level of outcome proficiency for each outcome
  - Identify a single “artifact” or assignment that measures their proficiency

- Office of Assessment
  - Collect these two artifacts from each course
  - Map student progression in achieving each SLO
  - Compile relevant data at multiples levels of aggregation: degree program, college, general education, and by SLO