Present: Dave Ballantine (Chair), Kate Cady (COMS), Sherine Elsawa (BIOS), Angela Gripp (PSYC), Melissa Lenczewski (ENVS), Doris Macdonald (ENGL), Andrea Radasanu (POLS), Laurie Sodaro (Ex-Officio)

Reqnique Kersh (guest), Suzanne Hogan (CLAS)

Absent: Steve Estes (Ex-Officio)

A. Action on Minutes

Minutes from the #6 meeting on October 21, 2015, have been submitted electronically to the catalog editor.

B. Miscellaneous

Renique Kersh, Associate Vice Provost for Engaged Learning, discussed the engaged learning co-curricular tracking process which is one of the PLUS initiatives. The committee was in favor of the idea, asked questions, and offered feedback. Renique encouraged the committee members to talk to their colleagues and give further feedback online.

The USOAR ranking process was also discussed. We’ve been granted an extension of the deadline. Reviews/rankings should be posted by November 9, we’ll discuss the proposals at our November 11 meeting, and final rankings will be submitted on November 12.

C. Curriculum – Old Business

Department of Biological Sciences

New course proposals for BIOS 489 and BIOS 589 were approved.

Department of Foreign Languages and Literatures

Revisions to the following courses were approved: FLIT 102, FLIT 201, FLIT 202, FLSP 211, FLRU 102, FLRU 201, and FLRU 202.

Department of Mathematical Sciences

The new course proposal for MATH 411 was approved. Revisions to MATH 410, 411/419, 412, 416 were approved. Revisions to Emphasis 5 were also approved.
Department of Public Administration

The new course proposal for PSPA 693 was approved.

D. Curriculum – New Business

Department of English

Revisions to ENGL 480 were approved.

Department of Physics

The new course proposal for PHYS 151 was approved.

Department of Psychology

Revisions to the laboratory sequence were approved.

Tabled:

None
Department of Biological Sciences

New Course Page 223, 2015-16 Undergraduate Catalog

CIP: 26.1399

489. MADAGASCAR FIELD BIOLOGY (6). Field biology experience devoted to studying the paleontology, evolution, ecology and behavior of the fauna native to the island of Madagascar. Class includes lectures, museum field trips, and hands-on experience at a rainforest field camp. Students are expected to formulate independent research projects, collect data, and present results in a research talk and final report. PRQ: BIOS 209 and BIOS 211.

Rationale: NIU faculty have ongoing research in Madagascar that studies the paleontology and evolutionary history, as well as the ecology and behavior of the living fauna, much of which is unique to this island. Undergraduate students are encouraged to accompany these yearly summer expeditions and learn field biology first hand. It is a rare opportunity, interdisciplinary in its nature, and offers practical experience in research and field biology. The Madagascar field season lasts for approximately one month during which time students are continually immersed in their work in the field.

Non-Duplication: The Department of Anthropology was notified with regard to this course and has indicated there is no significant duplication with any of their current course offerings.

New Course Page 207, 2015-16 Graduate Catalog

CIP: 26.1399

589. MADAGASCAR FIELD BIOLOGY (6). Field biology experience devoted to studying the paleontology, evolution, ecology and behavior of the fauna native to the island of Madagascar. Class includes lectures, museum field trips, and hands-on experience at a rainforest field camp. Students are expected to formulate independent research projects, collect data, and present results in a research talk and final report.

Rationale: NIU faculty have ongoing research in Madagascar that studies the paleontology and evolutionary history, as well as the ecology and behavior of the living fauna, much of which is unique to this island. Undergraduate students are encouraged to accompany these yearly summer expeditions and learn field biology first hand. It is a rare opportunity, interdisciplinary in its nature, and offers practical experience in research and field biology. The Madagascar field season lasts for approximately one month during which time students are continually immersed in their work in the field.

Non-Duplication: The Department of Anthropology was notified with regard to this course and has indicated there is no significant duplication with any of their current course offerings.

Department of English
Courses Leading to Licensure in English Language Arts

480. MATERIALS AND METHODS OF TEACHING ENGLISH LANGUAGE ARTS (3).
A. At the Secondary Level. Methods, curriculum materials, and … …. Developing a variety of activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the high level (9-12). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.
B. At the Middle Level. Methods, curriculum materials, and technologies essential to the teacher of English Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of instructional activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the middle school level (grades 5-8). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts.

Rationale: The state of Illinois requires that all methods courses must distinguish between the high school and middle school levels. This requirement must be explicitly indicated in the 2016-17 Undergraduate Catalog for fall 2016, when the Middle Level Teaching and Learning Program for the B.S. degree in the College of Education is put into effect.

Department of Foreign Languages and Literatures

Course Revisions

Italian (FLIT)

FLIT 102. BEGINNING ITALIAN II (3). Continuation of FLIT 101. PRQ: FLIT 101. Generally appropriate for those with one year of high school Italian; appropriate score on the placement test is required, or consent of department.

FLIT 201. INTERMEDIATE ITALIAN I (3). Continuation of FLIT 102. Review of grammar, work in composition and the reading of modern Italian authors, to develop language mastery. PRQ: FLIT 102. Generally appropriate for those with two years of high school Italian; appropriate score on the placement test is required, or consent of department.

FLIT 202. INTERMEDIATE ITALIAN II (3). Further developing reading, writing, listening and speaking. Study of Italian culture and civilization through a variety of media. PRQ: FLIT 201. Generally appropriate for those with three years of high school Italian; appropriate score on the placement test is required, or consent of department.
Rationale: We took the language out and ran into a lot of problems during summer orientations. Students were no longer able to enroll themselves into the appropriate level after a placement exam.

Course Revision Page 266, 2015-16 Undergraduate Catalog

FLSP 211. INTERMEDIATE SPANISH CONVERSATION (3). Conversational practice. Drill in correct … …. PRQ: FLSP 201 or placement into FLSP 202 by examination; or three years of high school Spanish and appropriate score on the placement test and consent of department. May be taken concurrently with FLSP 202.

Rationale: Revised so students can concurrently enroll in FLSP 202 and FLSP 211. Many students were confused about the concurrent enrollment possibility.

Course Revisions Page 269, 2015-16 Undergraduate Catalog

Russian (FLRU)

FLRU 102. BEGINNING RUSSIAN II (3). Continuation of FLRU 101. PRQ: FLRU 101. Generally appropriate for those with one year of high school Russian; appropriate score on the placement test is required, or consent of department

FLRU 201. INTERMEDIATE RUSSIAN I (3). Work in conversation, composition, and the reading of modern Russian authors to develop language mastery. PRQ: FLRU 102. Generally appropriate for those with two years of high school Russian; appropriate score on the placement test is required, or consent of department.

FLRU 202. INTERMEDIATE RUSSIAN II (3). Further developing skills in listening, speaking, reading, and writing. Study of Russian culture and civilization through a variety of media. PRQ: FLRU 201. Generally appropriate for those with three years of high school Russian; appropriate score on the placement test is required, or consent of department.

Rationale: We took the language out and ran into a lot of problems during summer orientations. Students were no longer able to enroll themselves into the appropriate level after a placement exam.

Department of Mathematical Sciences

New Course Page 302, 2015-16 Undergraduate Catalog

CIP: 27.0199

MATH 411. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR SECONDARY SCHOOL I (3). Methods and trends of instruction in the pre-secondary school mathematics with particular focus on mathematical practices and processes. Covers the teaching
and learning of rational numbers, algebraic reasoning, patterns, functions, measurement, geometric concepts, and statistics and probability. Accepted for credit toward the major or minor only for those preparing to teach. Accepted for credit as a methods course for secondary school, but not as an upper-division mathematical content course. Not used in major or minor GPA calculation except for mathematics education majors and minors. PRQ: MATH 229 and consent of department.

**Rationale:** The Illinois State Board of Education (ISBE) split secondary teacher licensure for grades 6-12 into a middle school licensure for grades 5-8 and a secondary licensure for grades 9-12. The program in secondary licensure should still include two MATHEMATICS methods courses as before. The proposed mathematics methods course (MATH 411) is the first of these two courses, and the existing MATH 412 is the second such course. Consistent with the professional requirements (NCTM) used by our accrediting body (CAEP), secondary mathematics educators should be trained in pre-secondary content and methods. Thus this course in the secondary licensure program addresses issues related to pre-secondary mathematics instruction. Secondary content will, as before the new program, be covered in the second methods course MATH 412.

**Non-Duplication:** A thorough search of the course catalog was completed. No other course offerings with similar content were found.

**Course Revision**

**MATH 410. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR THE MIDDLE SCHOOL II (3).** Objectives, problems, strategies, and trends in teaching middle school and junior high school mathematics. Applications of learning theory and research focusing on remediation, presentation of new concepts, the needs of exceptional students, planning for multicultural settings, and the use of manipulatives. Accepted for credit as a middle school mathematics methods course, but not as an upper-division mathematical content course. Accepted as mathematical sciences credit only for those preparing to teach middle grades. Not used in major or minor GPA calculations for mathematical sciences majors or minors except for mathematics education majors or minors. For those seeking or holding secondary middle grades education licensure, completion of or concurrent enrollment in ILAS 301 is strongly recommended. PRQ: For those seeking or holding elementary education licensure, MATH 229, MATH 402, and consent of the department; for those seeking or holding secondary education licensure, consent of department.

**Rationale:** MATH 410 was previously required of secondary education majors, but now will only be taken by those in the middle grades program.

**Course Revision**

**MATH 411. SECONDARY SCHOOL MATHEMATICS CLINICAL EXPERIENCE (0).** Fifteen clock hours of pre-student teaching clinical experience. PRQ: Consent of department.
Rationale: The course currently called MATH 411 is only used in rare occasions and is not required of students who proceed normally through the program. As such, the course number is being changed to the end of the 41X decade in line with the convention for mathematics education courses, but to mark is exceptional place in the sequence. The newly created first methods course for secondary mathematics education majors is being assigned the number 411 in line with its position in the sequence of methods courses for various grade level programs. The course includes “pre-secondary” content in line with the professional recommendations (NCTM) used by our accrediting body (CAEP) for programs in secondary mathematics education licensure. These recommendations specify that secondary teachers should be trained in the content and methods of middle grades mathematics.

Course Revision Page 302, 2015-16 Undergraduate Catalog

MATH 412. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR SECONDARY SCHOOL II (3). Objectives and organization of the curriculum and instructional materials for mathematics programs for secondary school with attention to methods of instruction, use of various representations and technology, and engaging students in mathematical practices, the needs of exceptional students, reading techniques in mathematics, and planning for multicultural learning situations. Accepted for credit toward the major or minor only for those preparing to teach. Accepted for … …. CRQ: MATH 353 401 and consent of department.

Rationale: The language for several of these methods course is modified to reflect the current scope of the courses since topics relating to exceptional students, to reading strategies, and multicultural learning are now covered primarily in other professional education courses rather than in the mathematics methods courses.

Course Revision Page 302, 2015-16 Undergraduate Catalog

MATH 416. TOPICS IN MATHEMATICS FOR TEACHERS (3). Selected topics in mathematical sciences. Intended primarily for students preparing to teach mathematics in the secondary school. Not used in major or minor GPA calculation except for emphasis 5 majors and option 3 minors mathematics education majors and minors. PRQ: MATH 240 and consent of department MATH 229 or consent of department.

Rationale: MATH 416 is a required math course for the newly created middle grades licensure program. Those students do not take MATH 240. Language made consistent with gpa calculation for other courses, such as Math 412.

Other Catalog Change Page 296, 2015-16 Undergraduate Catalog

Department of Mathematical Sciences (MATH, STAT)

The Department of Mathematical Sciences … …. Successful completion of the emphasis in mathematics education leads to licensure to teach at the 6-12 grade levels. Students who successfully complete the program and pass the state mandated Teacher Performance Assessment
will have completed all required Illinois State Board of Education (ISBE) and Council for the Accreditation of Educator Preparation (CAEP) standards for receiving university recommendation for licensure to teach mathematics at the 9-12 grade levels. Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment will result in the student receiving a degree without university recommendation for licensure.

Rationale: Beginning September 1, 2015, Illinois State Board of Education has mandated that all candidates must receive a passing score on the Teacher Performance Assessment in order to receive a Professional Educator License in the State of Illinois. The state mandated and externally graded Teacher Performance Assessment is the edTPA which is completed and submitted by candidates during their student teaching experience. In some teacher preparation programs at NIU, current catalog language prevents a candidate from receiving a degree without licensure because the degree and licensure programs are tied together. Given the new state mandate, candidates in these programs may complete all of the degree requirements set forth by the program and institution but yet not receive a degree because of a failing score on the edTPA. The mandate from the ISBE is that successful completion of the edTPA is a requirement for licensure only. The proposed change in catalog language will allow a candidate who does not receive a passing score on the edTPA to graduate without a recommendation for licensure.

Other Catalog Change Page 297-298, 2015-16 Undergraduate Catalog

Emphasis 5. Mathematics Education

The requirements listed below for the emphasis in Mathematics Education apply to students who complete the program before the fall semester 2014. Students who anticipate completing the program after summer 2014 should consult their advisers.

Successful completion of the emphasis in mathematics education leads to licensure to teach at the 6-12 grade levels. To be licensed to teach secondary school mathematics (6–12 9-12 grades), the Illinois State Board of Education requires that students must have passed all the MATH/STAT and professional education courses applicable to their major (Mathematics Education emphasis at NIU) with a grade of C or better. In addition to the course work and licensure requirements in the Department of Mathematical Sciences, students must complete other course work and licensure requirements outside the department. Students who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure to teach mathematics at the 9-12 grade levels. A minor that includes a teaching endorsement … …

Requirements in Department (43)
MATH 229 – Calculus I (4)

MATH 401 – Clinical Secondary School Experience in Mathematics (1-2)

OR MATH 419 – Secondary School Mathematics Clinical Experience (0)
MATH 410 – Methods of Instruction in the Mathematics Curriculum for the Middle School II (3)
    OR MATH 411 – Methods of Instruction in the Mathematics Curriculum for Secondary School I (3)
MATH 412 – Methods of Instruction in the Mathematics Curriculum for Secondary School II (3)
↓
One of the following (3)
↓
One additional course from the following (3)
↓

Special Departmental Requirements for Licensure
↓
Pass all areas of the Test of Academic Proficiency (TAP) of the Illinois Licensure Testing System or meet the ACT/SAT/TAP substitution in order to be formally admitted to the educator licensure program. This should be accomplished before enrolling in ILAS 301. The Mathematics Content Area Test (MCE) of the Illinois Licensure Testing System must be passed before enrolling in MATH 401 and MATH 412.

Information about these tests and registration for the tests can be obtained from the Illinois State Board of Education.
↓
Requirements outside Department (26-32 34)
↓
Professional education requirements (23-28 22-30)

Students should consult with an adviser in the Department of Mathematical Sciences before enrolling in courses to fulfill these requirements.

EPFE 400 – Foundations of Education (3) (see footnote 1)
    OR a course in the philosophy and/or history of education
EPS 406 – Issues in Human Development and Learning in the Middle School and High School Years (3) (see footnote 1) OR a course in human development and learning focusing on the middle school and/or high secondary school years (2-3)
ETR 440 – Classroom Assessment Techniques (3) (see footnote 1)
    OR a course in the techniques of assessment
ETRA 422 – Technology and Assessment for Secondary Education (4)
    OR a course in the techniques of assessment (3-4)
LTIC 420 – Methods and Materials for Teaching English Language Learners in the Content Area (3)
    OR a course in the teaching of English Language Learners (3)
SESE 457 – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education classroom (3)
    OR a course in the methods of teaching exceptional children (3)
Undergraduates must consult with the coordinator of educator licensure in mathematics about admission to ILAS 201, ILAS 301, and MATH 401. Students are eligible to enroll in ILAS 201 after passing MATH 230 with a grade of C or better. Postbaccalaureate students should consult with the coordinator of educator licensure in mathematics upon arrival. Clinical experiences and student teaching (11-16). For Illinois licensure students must complete The state of Illinois requires a minimum of 130 clock hours of substantial and varied clinical experiences prior to student teaching. This requirement may be satisfied by successfully completing the following sequence of courses.

ILAS 201 – Introductory Clinical Experience (1) (see footnote 2)
ILAS 301 – Second Clinical Experience (2) (see footnote 3)
OR ILAS 300 – Discipline Based Clinical Experiences for the Illinois Standard High School License Credits 1-3 (if student choose ILAS 300, they must enroll in course for 1-2 semester hours. [ILAS 301 or ILAS 300 are usually taken in the same semester as EPS 406]
MATH 401 – Clinical Secondary School Experience in Mathematics (1-2) (see footnotes 3 and 4)
MATH 413 – Student Teaching (Secondary) in Mathematics (7-12) (see footnote 5)

Please note: the above classes for educator licensure may change to reflect new state requirements.

Footnotes

1 Students should consult with an adviser in the Department of Mathematical Sciences before enrolling in courses to fulfill this requirement.
2 Undergraduates must consult with the coordinator of educator licensure in mathematics about admission to ILAS 201. Students are eligible to enroll in ILAS 201 after passing MATH 230 with a grade of C or better. Postbaccalaureate students should consult with the coordinator of educator licensure in mathematics upon arrival.
3 Students must consult with the coordinator of educator licensure in mathematics about admission to ILAS 300, ILAS 301, and MATH 401.
4 If MATH 401 is not completed at the student teaching school, MATH 411 or 419, Secondary School Mathematics Clinical Experience (0), may be required.
5 Admission to MATH 413 is dependent … ….

Additional Requirements (36-39)

For detailed information, see “University Graduation Requirements.”

In some cases these additional requirements for licensure in secondary mathematics exceed those required by the university for a baccalaureate degree. Therefore, students should consult with an adviser within the department as early as possible about meeting these general education requirements.
Nature and Technology (9): Course work in at least two science fields with a minimum of two courses in one science field; must include at least one science laboratory course.

Documentation of the completion of a first aid course, experience with drug abuse education, or an education experience with other social issues in schools (may be satisfied by course work or an approved experience).

Foundational Studies (9)
- Writing requirement, or equivalent of ENGL 204 (6)
- Oral communication (3)

Humanities (12)
- U.S. History (3)
- English course or literature course taught in English (3)
- Other approved course work (6)

Science (9)
- Course work in at least two science fields with a minimum of two courses in one science field; must include at least one science laboratory course

Social Science (6)
- U.S. Government (3)
- Other approved course work (3)

Cultural Diversity (3)
- BKST 211 – Educating for Cultural Sensitivity (3)
- OR EPFE 201 – Education as an Agent for Change (3)

Other Requirements
↓

Exit Examination
Student seeking licensure must pass the Illinois Assessment of Professional Teaching Test and the edTPA. Students who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure to teach mathematics at the 9-12 grade levels.

Rationale: The above changes report shifts in the state’s requirements for teacher licensure both in terms of the tests used and the alternative means by which students can satisfy these requirements via other standardized test performance. Professional education courses reflect decisions approved by the Mathematics Education Committee in response to changes in the state standards for secondary mathematics licensure programs and our own programs’ alignment to those standards. The modified course list satisfies the current state requirements more adequately and efficiently.
Option 3. Mathematics Education (29-31)

↓
MATH 229 – Calculus I (4)
↓
MATH 353 – Axiomatic Geometry (3)
MATH 412 – Methods of Instruction in the Mathematics Curriculum for Secondary School II (3)
Select from the following (7-9)
↓

Rationale: Change in course title for MATH 412.

Other Catalog Change

Page 300, 2015-16 Undergraduate Catalog

Minor in Elementary Mathematics Education (23)

↓
Requirements (23)
MATH 201 – Foundations of Elementary School Mathematics (3)
↓
MATH 410 – Methods of Instruction in the Mathematics Curriculum for the Middle School II (3)
STAT 301 – Elementary Statistics (4)
↓

Rationale: Change in course title for MATH 410.

Department of Physics

New Course

Page 314, 2015-16 Undergraduate Catalog

CIP: 40.0801

151. PHYSICS LABORATORY (1). Selected experiments designed to accompany PHYS 150.
One two-hour laboratory per week. CRQ: PHYS 150.

Rationale: The split of PHYS 150A into a separate recitation class (PHYS 150) and a laboratory class is consistent with other 100-level science classes such as PHYS 180/181, CHEM 110/11, GEOG 101/102, GEOG 105/106, and GEOL 120/121. The change from a single 4 credit course to a 3 credit lecture and 1 credit lab will allow students who have taken the lecture course and need the lab to make up only the part of the course they are missing.

Non-Duplication: A thorough search of the course catalog was completed. No other course offerings with similar content were found.

Department of Psychology
Major in Psychology (B.A. or B.S.)

Requirements outside Department (B.A., 3-16; B.S., 14-16)

Group 3
MATH 211 – Calculus for Business and Social Science (3)
STAT 301 – Elementary Statistics (4)

A two-semester laboratory sequence to be met by one of the following sequences (7-9)
BIOS 103 – General Biology (3)
AND BIOS 105 – General Biology Laboratory (1)
AND one of the following:
  BIOS 209 – Fundamentals of Organismal Biology (3)
  AND BIOS 211 – Fundamentals of Organismal Biology Lab (1)
  BIOS 213 – Introductory Bacteriology (3)
  OR BIOS 357 – Human Anatomy and Physiology (5)

BIOS 213 – Introductory Bacteriology (3)
OR BIOS 357 – Human Anatomy and Physiology (5)

*CHEM 210 – General Chemistry I (3)
AND *CHEM 212 – General Chemistry Laboratory I (1)

*CHEM 211 – General Chemistry II (3)
AND *CHEM 213 – General Chemistry Laboratory II (1)

*PHYS 210 – General Physics I (4)
AND *PHYS 211 – General Physics II (4)

Total Hours for a Major in Psychology: 38-51 (B.A.) OR 49-51 (B.S.)

Rationale: Adding two lower-level courses required for one of the B.S. sequences to clarify the requirement so that it explicitly confirms to the College requirement.

Department of Public Administration

New Course

CIP: 44.0401

693. COMPARATIVE PUBLIC ADMINISTRATION STUDY ABROAD PROGRAM (1-12).
Course work undertaken as part of an approved department study abroad program, usually as part of the comparative public service specialization in an approved double degree Master of Public Administration program. May be taken for a maximum of 12 semester hours in each semester the student is abroad at a partner university.
Rationale: The purpose of this course is to record course work undertaken as part of an approved department study abroad program, usually as part of the comparative public service specialization in an approved double degree Master of Public Administration program.

Students in the Comparative Public Service specialization of the MPA must enroll in study a faculty directed study abroad program through NIU in order to insure students have adequate medical evacuation and health insurance. In addition, enrolling in courses through study abroad facilitates the students earning the 12 credits required for the specialization. Instead of transferring credits from a Thai, Chinese or other foreign university, the PSPA 693 course facilitates study abroad for graduate students. The PSPA course tags directly to PSPA course requirements, and may be taken for two semesters when an NIU student is earning a double degree over the course of a year at a foreign university.

Non-Duplication: A thorough search of the course catalog was completed. No other course offerings with similar content were found. This applies only to PSPA students in the comparative public service specialization.