COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
First Meeting/2011-12 Academic Year
September 8, 2011
Approved

PRESENT: G. Aase (BUS/OMIS), A. Birberick (Vice Provost, ex officio), J. Gray-Stanley (HHS/NUHS), M. Lenczewski (LAS/GEOL, chair), O. Najjar (LAS/COMS/UCC), B. Pitney (EDU/KNPE), R. Schneider (VPA/THEA), F. Solares-Larrave (LAS/FL--), R. Tatara (EET/TECH), A. Ward (LAS/POLS)

CONSULTANTS: D. Smith (Catalog Editor/Curriculum Coordinator)

FIRST MEETING ENCLOSURES
The following informational items were sent to committee members: 2011-12 meeting schedule; 2011-12 CUC membership; electronically approved minutes of April 14, 2011; CUC Annual Report 2010-11; CUC bylaws; Subcommittee on the Review of Contract Majors and KNPE 101 Letter-Suffixed Courses; Working Rules for Presentations to the CUC by Units Holding Conflicting Points of View on Curricular Items; Nonduplication and Impact on Other Units; Guidelines for Certificates of Undergraduate Study; Guidelines for the Development of Interdisciplinary Courses; and Procedures for Requesting a New Degree Program or Off-Campus Degree-Granting Authority and Delivering a Degree Program Online and New Program Form.

Introductions were made.

APPROVAL OF AGENDA
Aase made a motion, seconded by Schneider, to APPROVE THE AGENDA, INCLUDING THE CONSENT AGENDA. Motion passed unanimously.

ANNOUNCEMENTS
1. CUC members were reminded that if they are unable to attend a CUC meeting, they can name a substitute to represent their constituency. If they know who that person will be prior to the mailing of the agenda packets, they should inform Donna Smith (753-0126, dsmith@niu.edu) so the packet can be sent directly to the substitute; otherwise, they should give their packet to the substitute.

New CUC members should note that the consent agenda is used to expedite the consideration of some college curriculum committee minutes and other straightforward and/or noncontroversial curricular items. If a CUC member has a question/concern about or wants to discuss any item on the consent agenda, he or she should ask to have that item removed from the consent agenda and added to the items for discussion prior to the approval of the consent agenda.

The CUC is the curricular body for interdisciplinary undergraduate curricular material not located in an academic college or colleges, specifically UNIV 101 and curricular offerings from
the Division of International Programs and the Center for Black Studies. This responsibility includes usual curricular activity (new, revised, and deleted courses as well as other catalog changes), general education submissions/resubmissions, and review of these units’ overall curricular offerings.

2. Items previously in Section B, now reported for inclusion in the catalog (Section C). Smith explained that these are items previously approved by the CUC, but which needed approval from at least one other body (e.g., Board of Trustees, IBHE, etc.).

3. Items reported for inclusion in the catalog by another standing committee of the UCC (Section D). Smith added that these items usually come from the Academic Policies and Admissions Standards Committee, but sometimes a catalog item will come from another committee of the UCC.

CONSENT AGENDA

Lenczewski explained that the consent agenda contains either college curriculum committee minutes with no undergraduate curriculum items or undergraduate curriculum items that have been predetermined to need no additional discussion. Committee members are encouraged to bring forward any of these items they feel warrant additional discussion at this time of the meeting.

Solares-Larrave made a motion, seconded by Gray-Stanley, to APPROVE THE CONSENT AGENDA. The motion passed unanimously. The following college minutes with no undergraduate-level curricular items were so received.

College of Business #12 (AY 10-11)
College of Education #11 (AY 10-11)
College of Education #12 (AY 10-11)
College of Education #13 (AY 10-11)
College of Engineering and Engineering Technology #8 (AY 10-11)
College of Engineering and Engineering Technology #9 (AY 10-11)
College of Engineering and Engineering Technology #10 (AY 10-11)
College of Engineering and Engineering Technology #11 (AY 10-11)
College of Engineering and Engineering Technology #12 (AY 10-11)

The following college minutes with undergraduate-level curricular items were so received.

College of Business #11 (AY 10-11)
College of Business #13 (AY 10-11)
College of Education #14 (AY 10-11) (pending APASC approval)
College of Liberal Arts and Sciences #9 (AY 10-11)
College of Liberal Arts and Sciences #11 (AY 10-11)
In these minutes is a proposal for a new certificate of undergraduate study in Civic Engagement as well as new course proposals in community engagement and geography. Lenczewski noted that the new certificate is for students who are not majoring in Community Leadership and Civic Engagement but who are interested in public service. Solares-Larrave pointed out the business courses listed under electives and Smith noted that CUC members should have received a copy of an e-mail that states that Management and Marketing have approved these courses for inclusion in this program. Lenczewski added that there are other options for electives if the students cannot get into the business courses. She also stated that the program is hoping to add a minor in Community Leadership and Civic Engagement. Birberick asked if they would keep the certificate once a minor is approved and Lenczewski said that they would. Aase made a motion, seconded by Solares-Larrave, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #10 (March 23, 2011). Motion passed unanimously.

It was pointed out that CUC members have been asked by the Provost’s Office not to consider the new degree in Southeast Asian Studies at this time. Changes to Philosophy program and courses were pointed out. Najjar observed that this was a substantial improvement; the program is now more cohesive. Tatara pointed out new course PHIL 301 and suggested that the description could be expanded to better describe the course and the title could be changed to reflect that this is a philosophy course. It’s also not clear what is meant by “junior”—is this a course with lower-level content to a senior, more advanced course, or is it a course for juniors. Committee members had similar issues with PHIL 495. In addition, it isn’t clear for PHIL 495 what exactly the corequisite is. It was pointed out that a corequisite doesn’t have to be taken in the same semester as the course for which it is listed. There is also no verification of nonduplication for the new courses. At the very least, the Department of English needs to be contacted for PHIL 301 and the Department of Physics for PHIL 464. One committee member asked if the College of Business should be consulted for PHIL 337. Aase made a motion, seconded by Solares-Larrave, TO TABLE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #12 PENDING CLARIFICATION OF THE ISSUES CITED ABOVE. Motion passed unanimously.

OLD BUSINESS

1. Adding courses from another college/checking on course capacity and impact. Last year the CUC discussed ways of formalizing this process. Aase added that this should include notifying other programs when a course that they are requiring is to be deleted. Lenczewski stated that if the CUC was still interested in pursuing this she would prepare a draft for the next meeting. The
consensus was that the CUC should proceed with formalizing this intercollege/interdepartmental communication.

2. Double major; major/minor/certificate requirements; APPM revisions. Lenczewski explained that due to the number of potential revisions to the APPM that the CUC discussed last year, such as defining the minimum/maximum number of hours for a minor and second major and degree, and due to the fact that other committees of the Undergraduate Coordinating Council (UCC) may also have some revisions, she, Birberick, and Smith discussed the idea of an APPM workshop. A potential date for this workshop could be prior to the start of the spring semester, when there are fewer meetings. This would also allow the CUC, as well as other UCC committees such as the General Education Committee, the rest of the fall semester to further define revisions they have for the APPM. A suggestion was made to look at what each department requires for their minors, and how much double-dipping takes place. Birberick said that her graduate assistant could work on collecting the data. Other suggestions for revisions to the APPM were assessment plans should be included with new program proposals; and the number of contract majors allowed should be increased, especially when new majors are being put on hold due to funding constraints. Lenczewski asked CUC members to let Smith know if they have any other issues for the APPM.

NEW BUSINESS

No new business.

Aase made a motion, seconded by Solares-Larrave, TO ADJOURN THE MEETING. Motion passed by acclamation.

The meeting was adjourned at 1:40 p.m.

The next meeting will be October 13, 2011, 12:30, Altgeld 225.

Respectfully submitted,

Donna M. Smith
COLLEGE OF BUSINESS

Department of Accountancy

Other catalog change: Page 74, 2010-11 Undergraduate Catalog

The Department of Accountancy offers a B.S. degree which prepares its graduates for professional accounting positions in industry, public accounting, government, and not-for-profit organizations, and for graduate study. The program provides students with a foundation in all primary areas of the accounting discipline including cost management, financial accounting, accounting information systems, assurance services, and federal income taxes. Students are also provided with the opportunity to develop their communication, technology, and team-building skills; apply their knowledge to structured problems; use critical thinking skills to analyze ambiguous situations and provide relevant business alternatives; and develop an understanding of ethical issues and expectations for professional conduct in business. Graduates are expected to be sufficiently competent in the areas of cost management, financial accounting, accounting information systems, assurance services, federal income taxes, and related business areas to have the necessary foundation for a career and/or for graduate study.

Department of Marketing

Course revision: Page 86, 2010-11 Undergraduate Catalog

355. MULTICHANNEL DIRECT MARKETING (3). Survey of all aspects of direct marketing through multiple channels. Traditional direct marketing topics including direct mail, retail direct marketing, print media, and list management. Current topics including electronic media, interactive marketing, customer relationship marketing, strategic database marketing, and privacy issues. PRQ: MKTG 310 or UBUS 310.

Course revision: Page 87, 2010-11 Undergraduate Catalog

455. DATABASE MARKETING MANAGEMENT AND DATA MINING (3). Intensive examination of the concepts and tools to manage and utilize a marketing information system. Emphasis on using database information in a marketing context. Topics include sources of marketing data, the use of various statistical tools to identify marketing opportunities, the use of mapping tools in marketing. Topics may include recency, frequency, and monetary (RFM) analysis, clustering techniques, linear and logistic regression, and an introduction to neural networking and its use in marketing information systems. CRQ: MKTG 355.

COLLEGE OF EDUCATION

Department of Literacy Education (formerly Department of Teaching and Learning)
Retention in elementary education is contingent on maintaining an NIU cumulative GPA of 2.75 or higher, having a grade of C or better in all professional education courses, and successful completion of all clinical education courses. All course requirements (In the Department and Outside the Department) require no grade lower than a C or equivalent.

Elementary education students receiving a D, F, U, or I in any component course in the first professional semester will not be permitted to enroll in or receive credit for courses in the second professional semester until the deficiency has been removed with a grade of S, C, or better. Elementary education students receiving a D, F, U, or I in any course in the second professional semester will not be permitted to enroll or receive credit for any course in the third professional semester until the deficiency has been removed with an S, C, or better.

In order to remain a major in elementary education, students must have a grade of C or better in each of the following courses: ARTE 383, EPFE 201, EPFE 410, EPS 300, EPS 304, EPS 450x, ETR 40, ETT 229, ETT 401A, ETT 401b, HIST 260, HIST 261, KNPE 245, LTLA 361, MATH 201, MATH 402, MUSC 373, PSYC 102, TLCI 300, TLCI 340, TLEE 342, TLEE 344, TLEE 461, TLSE 240, and TLSE 456. In addition, students must have a grade of S in the following courses: EPS 282X, TLEE 282, TLEE 382, TLEE 383, AND TLEE 485. Elementary education students receiving a D, F, U, or I in any course in the third professional semester will not be permitted to enroll or receive credit for any course in the fourth professional semester until the deficiency has been removed with an S, C, or better.
Grading policy – College Requirement for Multisection Courses

Current University policy stipulates that “Multi-section courses are expected to require similar levels of competence in all sections.” To achieve this goal, the policy further states that “Department and college curriculum Committees shall be responsible for implementing these policies.”

In order to assist students in their academic preparation and provide guidance to instructional faculty, a consistent and public statement of competencies should be developed for relevant multi-section courses. Departments will determine which courses are to be included in this policy, but may include those multi-section courses that teach clearly defined competencies (including, but not limited to, core competency courses and general education courses). Courses that serve as gateway courses and those that focus on particular skills or content mastery should also be considered. In courses whose stated competencies are required to progress in a sequence, competencies are to be clearly articulated. Departments are encouraged to develop common syllabi, select common texts, and ensure that the overall distribution of grades be reasonably consistent across multiple sections.

Implementation of the policy should fall under the regular due diligence of departmental curriculum committees in their regular evaluation and assessment of relevant courses. While measures of competencies are expected to be evaluated on a regular basis, it is not intended or expected that departments undertake curricular change that requires significant new resources. Departments are encouraged to work with the Office of Assessment Services to determine reasonable and effective mechanisms to meet evaluation needs.

College Requirement for the B.S. Degree

Interdisciplinary Minors
Lesbian, Gay, Bisexual, and Transgender Studies (12)

Requirements

ILAS LGBT 350 – Lesbian, Gay, Bisexual, and Transgender Studies (3)
Three of the following (9)

HIST 402 – Gender and Sexuality in History (3)

ILAS LGBT 351 – Research in Lesbian, Gay, Bisexual, Transgender Studies (3)

Interdisciplinary Courses Offered by the College of Liberal Arts and Sciences

Course Revisions

Page 195, 2010-11 Undergraduate Catalog
(move from Inter-Liberal Arts and Sciences to new section, see other catalog change below)

New CIP: 05.0208

ILAS LGBT 350. LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES (3). Survey of issues and theories in lesbian, gay, bisexual, and transgender studies. Interdisciplinary study of sexual orientation and gender identity, with attention to race, ethnicity, and class.

ILAS LGBT 351. RESEARCH IN LESBIAN, GAY, BISEXUAL, TRANSGENDER STUDIES (3). Survey and practical exploration of methods, issues, and problems in formulating and conducting research in lesbian, gay, bisexual, and transgender studies, both within specific academic fields and as an interdisciplinary effort, with attention to evaluation and interpretation of source materials, field research methods, and critical issues. PRQ: LGBT ILAS 350.

Other Catalog Change

Page 196, 2010-11 Undergraduate Catalog
(Insert new section before Women’s Studies)

Lesbian, Gay, Bisexual, and Transgender Studies (LGBT)

Department of English

Course Revision

Page 233, 2010-11 Undergraduate Catalog

Teacher Certification Courses

482. CLINICAL EXPERIENCE IN HIGH SCHOOL AND MIDDLE SCHOOL ENGLISH AND
SECTION A – Recorded for inclusion in the Undergraduate Catalog

LANGUAGE ARTS (1-2). Discipline-Based … … problems in teaching. Included a minimum of 40 clock hours of supervised and formally evaluated experiences in the setting likely for the student teaching experience. PRQ: Consent of department. CRQ: ENGL 480.

Non-Governmental Organization Leadership and Development Center (NGOLD) and Inter-College and University Wide Interdisciplinary Courses

New Course Pages 276 and 334, 2011-12 Undergraduate Catalog

CLCE 300. Nonprofits and Community Engagement (3). Provides practical and theoretical understanding of nonprofit sector. Includes a service learning component. PRQ: CLCE 100 or permission of center.

Certificate of Undergraduate Study

Civic Engagement (12)

Coordinator: Judith Hermanson (Director)

The Certificate of Undergraduate Study in Civic Engagement is a pre-professional curriculum which will provide the student with a credential and solid foundation for public service oriented work. It is a good preparation for those who are seeking to work in a variety of technical or professional fields with nonprofits and government. Through its course work the Certificate provides an understanding of the interrelationships among the nonprofit, private, and governmental sectors as well as the policies, regulatory framework, and practical considerations that govern them. Students will develop project analysis and public presentation skills. The aim of the certificate is to provide a bridge between theory and practical application.

The Certificate consists of three core courses and a choice of an elective from one of eight related areas. The core courses focus on fundamental strategies for civic engagement and effective citizenship and on various models for the solution of social problems through nonprofits, social enterprises, and other vehicles of civic engagement. The core courses enable practical application of knowledge and provide engaged learning opportunities as well as an in-depth service learning experience.

The Certificate is open to all students admitted to degree and non-degree study at Northern Illinois University. Students must maintain good academic standing within the university and achieve a minimum grade of C in each course. The Certificate courses may also be applied to satisfy requirements for B.A. and B.S. degrees.

Required Courses (9 hours)

CLCE 100 – Introduction to Public Service (3)
SECTION A – Recorded for inclusion in the Undergraduate Catalog

CLCE 300 – Nonprofits and Community Engagement (3) (new course previously offered under POLS 395)
SOCI 372 – Organizing for Social Change, OR
ANTH 492 – Political Proseminar in Anthropology (3)

Course work from the following electives (3-hours)

POLS 220 – Introduction to Public Policy
PSPA 401 – Philanthropy and Volunteerism
PSPA 326 – Nonprofit Management
PSPA 402 – Resource Strategies for Nonprofits
MGMT 311 – Social Entrepreneurship (3)
MKTG 310 – Principles of Marketing (3)
ANTH 329 – Anthropology and Contemporary World Politics Problems (3)
POLS 220 – Introduction to Public Policy (3)
PSPA 401 – Philanthropy and Volunteerism (3)
PSPA 326 – Nonprofit Management (3)
PSPA 402 – Resource Strategies for Nonprofit Organizations (3)

APASC 9/14/11

Department of Geography

New Course Page 250 2010-11 Undergraduate Catalog

CIP code: 45.0701

368. CLIMATE CHANGE: SCIENCE, IMPACTS, AND MITIGATION (3). Overview of the science of climate change and an analysis of the implications of this change on societies throughout the world. Spatial dimensions of climate change will be examined from a holistic perspective, taking into account interactions between the natural and man-made environment, impacted societies and the development of economic and social policies. Social and political ramifications of climate change have become apparent as local communities in different parts of the world struggle to adapt to new patterns of urban climate, excessive rainfall, prolonged droughts, and severe weather events.

Course Revisions Page 250 2010-11 Undergraduate Catalog

352. GEOSPATIAL DIMENSIONS OF HOMELAND SECURITY (3). Planning and practicing … … and mitigation. Lecture and laboratory. Not open for credit to students with previous credit in GEOG 256.

359. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (3). Study of the … … of laboratory. PRQ: GEOG 256 or GEOG 352 or consent of department.
COLLEGE OF BUSINESS

Department of Marketing

Minor in International Marketing (27-37)

The minor in international marketing is available to NIU undergraduate students in good academic standing. The minor in international marketing is not open to students with a major or a minor in marketing. Admission in the international marketing minor is competitive based on the student’s overall GPA.

Students wishing to apply for the minor in international marketing must complete an application by the semester deadline; applications and deadline dates are available in the Department of Marketing. Students in the international marketing minor must receive a C or better in each of the required marketing courses and marketing electives.

Pre-Admission Requirements (9-10)
PSYC 102 - Introduction to Psychology (3)
UBUS 223 - Introduction to Business Statistics (3)
   OR STAT 301 - Elementary Statistics (4)
   OR STAT 350 - Introduction to Probability and Statistics (3)
ECON 261 - Principles of Macroeconomics (3)

Requirements (18-27)
MKTG 310 - Principles of Marketing (3)
   OR UBUS 310 - Business Core Lecture (9)
   and UBUS 311 - Business Core: Applications Seminar (3)
MKTG 367 - Principles of Global Marketing (3)
MKTG 467 - Global Marketing Management (3)
Two of the following (6)
   MKTG 325 - Buyer Behavior (3)
   MKTG 350 - Principles of Selling (3)
   MKTG 443 - Marketing Research (3)
One of the following (3)
   MKTG 387 - International Study in Marketing (3)
   MKTG 410 - Professional Selling and Cultural Perspectives (3)
   MKTG 415 - Global Selling Perspectives (3)
OMIS 400 - International Study in Operations and Information Management
INTL 301 - Study Abroad Programs (3)
INTL 401 - Study Abroad Programs (3)

APASC 11/10/10, BOT 3/24/11, CUC Section B, 10/14/10, UCC 11/4/10

COLLEGE OF EDUCATION

Department of Literacy

All College Section

Prov/ Other Catalog Change Page 93, 2010-11 Undergraduate Catalog
Pres. Peters

Reading Literacy Clinic Services
The university offers clinical services in reading literacy to both elementary and secondary school students. Parents and schools officials may avail themselves of this service by directing their correspondence to the director of the Reading Literacy Clinic.

One of the clinic’s main purposes is to provide a greatly needed service, but it also plays an important role in the program of graduate students who wish to specialize in the teaching of reading literacy or to become clinicians. Through the clinic, teachers are provided an opportunity to make diagnostic studies of children who have reading literacy problems.

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UCC 3/10/11, Pres. Peters 6/3/11, CUC Section B 3/10/11

COLLEGE OF EDUCATION

Note: These changes from here to *** all need BOT approval.

BOT 6/9/11, UCC 5/5/11, CUC Section B 4/14/11

All University Sections

Other Catalog Change Page 12-13, 2010-11 Undergraduate Catalog

Undergraduate Academic Programs
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

→ Bachelor of Arts (B.A.) and Bachelor of Science (B.S.)
  → College of Education
  → Kinesiology and Physical Education (B.S.)
  → Teaching and Learning Special and Early Education (B.S.)
  → Bachelor of Science in Education (B.S.Ed.)
  → College of Education
  → Kinesiology and Physical Education
  → Teaching and Learning Literacy Education
  → Special and Early Education

Other Catalog Change Page 15, 2010-11 Undergraduate Catalog

Admissions

→ Undergraduate Admission
  → Department of Kinesiology and Physical Education (athletic training emphasis)
  → Department of Literacy Education (elementary education)
  → Department of Teaching and Learning Special and Early Education (early childhood studies; elementary education)

Other Catalog Change Page 25, 2010-11 Undergraduate Catalog

Limited Admissions and Limited Retention Requirements

→ Early Childhood Studies Interdisciplinary Major
  (Department of Teaching and Learning Special and Early Education/School of Family, Consumer, and Nutrition Sciences)

The Department of Teaching and Learning Special and Early Education and the School of Family, Consumer, and Nutrition Sciences limit the number of students admitted to the interdisciplinary major in early childhood studies depending on the resources available.....

The early childhood studies major allows students to choose the emphasis in 04 certification offered by the School of Family Consumer, and Nutrition Sciences or the emphasis in 04 certification with preschool
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

special education approval offered by the Department of Teaching and Learning Special and Early Education. ....

Information regarding these pre-admission criteria, including test dates for the ICTS Basis Skills Test, can be obtained from the Department of Teaching and Learning Special and Early Education or from the Office of Undergraduate Advisement, School of Family, Consumer, and Nutrition Sciences.

Students who have met the pre-admission requirements should apply for admission to the major in early childhood studies as follows. Those students seeking 04 certification with preschool special education approval should apply in the Department of Teaching and Learning Special and Early Education and students seeking 04 certification should apply to the School of Family, Consumer, and Nutrition Sciences. Transfer students who have met the pre-admission requirements for the major in early childhood studies prior to applying for admission to the university should apply for admission to the major in early childhood studies through the appropriate department at the same time they apply for admission to the university.

Students must be admitted to an emphasis in early childhood studies before they can enroll in the first professional semester.

Elementary Education Major
(Department of Teaching and Learning Literacy Education)

The Department of Teaching and Learning Literacy Education limits the number of students admitted to the elementary education program depending on the resources available. Transfer students compete with other transfer students for admission to the program, nontransfer students compete with other nontransfer students, and postbaccalaureate students compete with other postbaccalaureate students.

NIU students who have met the pre-admission requirements should apply for admission to the elementary education program through the Department of Teaching and Learning Literacy Education. Transfer students who have met the pre-admission requirements for the elementary education program prior to applying for admission to the university should apply for admission to the elementary education program through the Department of Teaching and Learning Literacy Education at the same time they apply for admission to the university.

All College Section

College of Education
Other Catalog Change Page 92, Undergraduate Catalog

College of Education
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

Department of Literacy Education
B.S.Ed. in elementary education

Department of Teaching and Learning
Special and Early Education
B.S. in early childhood studies
B.S.Ed. in elementary education
B.S.Ed. in special education

Department of Leadership, Educational Psychology and Foundations

Other Catalog Change Page 107, 2010-11 Undergraduate Catalog

Leadership, Educational Psychology and Foundations (EPFE, EPS, LEBM, LEEA, TLCI)

The Department of Leadership, Educational Psychology and Foundations offers courses in curriculum and instruction, educational administration, educational psychology, foundations of education, and school business management. The department … … education offerings.

Leadership, Educational Psychology and Foundations Faculty
Charles L. Howell, Ph.D., Syracuse University, associate professor, chair
Helen Brantley, Ph.D., Columbia University at New York, professor
Kerry Burch, Ph.D., University of Hawaii at Manoa, associate professor
Jon Crawford, J.D., Ph.D., Iowa State University, assistant professor
Andrea E. Evans, Ph.D., University of Illinois, associate professor
Joseph Flynn, Ph.D., Michigan State University, assistant professor
Donald Hunt, Ph.D., University of Albany, assistant professor
Teresa Wasonga, Ed.D., University of Missouri, associate professor
Elizabeth Wilkins, Ph.D., Southern Illinois University, professor

Other Catalog Change Page 108 - 110, 2010-11 Undergraduate Catalog

Course List

Curriculum and Instruction (TLCI)

SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

301X. Teaching with a Multicultural Perspective (3). Crosslisted as LTIC 301. Examination and application of content materials focusing on cultural and linguistic diversity in the classroom and in society. Emphasis on role of teacher and school in providing information and instruction that promotes equitable and multicultural education for all students. Designed primarily for preservice teachers.


422. Middle School Organization and Instruction (3). Development of middle school organizations and philosophy; forms of curricula; characteristics of early adolescent students; special concerns in instructional and activity planning. Fulfills middle-grade philosophy, curriculum, and instruction requirement for middle grades endorsement. PRQ: Junior standing.


450. Classroom Management (2). Crosslisted as EPS 450X. Applications of motivation and management principles and procedures to maintain a positive learning environment in classrooms.

482. Clinical Experiences in Outdoor Teacher Education (1-3). Clinical experiences in natural and built environments. May not be used in lieu of or for student teaching credit.

483. Outdoor Education/Laboratory Experience (1). Laboratory work outside the classroom required. PRQ: TLEE 383, student teaching, and senior standing.

490. Workshop in Curriculum Leadership (1-3). Concentrated study of curriculum, contemporary issues, and problems of the community and public schools. May be repeated to a maximum of 6 semester hours. PRQ: Acceptance by director of workshop.

491. Special Topics in Secondary Education (1-3). Topics announced. May be repeated to a maximum of 9 semester hours when topic varies.

492. Special Topics in Curriculum and Instruction (1-3)
A. Curriculum
B. Professional Development Leadership
Topics announced. May be repeated to a maximum of 9 semester hours when topic varies.

493. Workshop in Outdoor Education (1-3). Investigation and application of outdoor education principles to the particular needs and interests of workshop participant. May be repeated to a maximum of 3 semester hours.
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

495. Workshop in Secondary Education (1-3). Concentrated study of curriculum, contemporary issues, and problems of the community and the public schools. May be repeated to a maximum of 6 semester hours. PRQ: Acceptance by director of the workshop.

497. Independent Study (1-3).
   A. Curriculum Leadership
   B. Secondary Education
   Independent study under direction of a faculty member. May be repeated to a maximum of 6 semester hours. PRQ: Consent of department.

Department of Literacy Education

Other Catalog Change
Page 111-112, 2010-11 Undergraduate Catalog
(Transfer text from Teaching and Learning)

Department of Literacy Education (LT--, TLEE)

Admission to the major in elementary education is limited. See “Limited Admissions and Limited Retention Requirements” in this catalog.

The Department of Literacy Education offers course work pertaining to elementary education, and literacy, intercultural, and language education across the lifespan, including work in reading, the language arts, children’s literature, bilingual education, English as a second language, and multicultural education.

The department offers the B.S.Ed. degree with a major in elementary education. State of Illinois approved and NCATE accredited programs leading to certification is offered in elementary education. Viewing teaching both as an art and a science, learning as a reciprocal process, and service as a responsibility, the department provides certification grounded in theory, research, and best practice.

The B.S.Ed. degree in elementary education qualifies students for an Illinois Elementary Teacher’s Certificate which enables them to teach in kindergarten through ninth grade. The elementary education program is approved by the Illinois State Board of Education and is designed to help preservice teachers learn theoretical constructs and practice appropriate role functions in the classroom with children. Students may also earn middle grades endorsement by successfully completing EPS 419 and TLCI 422. Transfer students who wish to major in elementary education should plan their program of study during their scheduled orientation session with an elementary education adviser.

As part of teacher certification, students must pass two competency examinations required by the Illinois State Board of Education, one in basic skills and one in the subject-matter knowledge that corresponds...
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

most closely to the Illinois field for which they are seeking certification (e.g., early childhood education, elementary education, special education). Additional tests may be required before applying for Illinois teacher certification.

Advisement services are provided the student from freshman year through graduation. Students are responsible for utilizing these services by responding to the periodic posted notices of deadlines for professional semester applications and schedules for advance registration advisement. A permit to register for the first and second professional semesters of the elementary education program must be secured from the department.

**Elementary Education (B.S.Ed.)**

Retention in elementary education is contingent on maintaining an NIU cumulative GPA of 2.75 or higher, having a grade of C or better in all professional education courses, and successful completion of all clinical education courses.

Students who successfully complete the program will have completed all required ISBE and NCATE standards for teacher certification.

Check departmental information for any additional requirements

**Requirements in Department (38)**

- LTIC 301 - Teaching with a Multicultural Perspective (3)
- LTIC 420 - Methods and Materials for Teaching English Language Learners in the Content Areas (3)
- LTLA 301 - Writing for Prospective Teachers (1)
- LTLA 341 - Language Arts in the Elementary School (3)
- LTLA 362 - Children's Literature in a Multicultural Society (3)
- LTRE 300 - Elementary School Developmental Reading Programs (3)
- LTRE 311 - Content Area Literacy Instruction (3)
- TLEE 282 - Educational Participation in Clinical Experiences: Elementary Education (1-2)
- TLEE 342 - The Teaching of Social Studies in the Elementary School (3)
- TLEE 344 - Teaching Science in the Elementary School (3)
- TLEE 382 - Clinical Experience in Elementary School Curriculum and Instruction (1)
- TLEE 383 - Elementary School Curriculum and Instruction: Field Experience (2)
- TLEE 461 - Seminar in Elementary School Teaching (1)
  (must be taken concurrently with TLEE 485)
- TLEE 485 - Student Teaching (10)

Students must take 10 credit hours in this course

**Requirements outside Department (55)**

- ARTE 383 - Teaching Art in Elementary Schools (3)
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

OR MUSC 373 - Fundamentals, Principles, and Practices in Elementary Music (3)
*EPFE 201 - Education as an Agent for Change (3)
EPFE 410 - Philosophy of Education (3)
EPS 300 - Educational Psychology (3)
EPS 304 - Development of the Elementary School Child (3)
ETR 430 - Classroom Assessment in Elementary Education (3)
ETT 229 - Computers in Education (3)
ETT 401A - Integrating Technology into the Elementary Classroom (2)
ETT 401B - Field Experience for Integrating Technology into the Elementary Classroom (1)
*HIST 260 - American History to 1865 (3)
*HIST 261 - American History Since 1865 (3)
KNPE 245 - Physical Education for Children (3)
*MATH 201 - Foundations of Elementary School Mathematics (3)
MATH 402 - Methods of Instruction in the Mathematics Curriculum for Elementary School (3)
*PSYC 102 - Introduction to Psychology (3)
TLSE 240 - Introduction to Special Education (3)
TLEE 282 - Educational Participation in Clinical Experiences: Elementary Education (1)
TLCI 300 - The Community: An Educational Resource (3)
TLCI 450 - Classroom Management (2)
TLSE 456 - Collaboration for Inclusive Teaching and Learning (3)

Total Hours for a Major in Elementary Education: 93

Special Requirements

Students must receive conditional admission to teacher education prior to enrollment in TLEE 382, Clinical Experience in Elementary School Curriculum and Instruction.

Transfer students with an A.A. or A.S. degree must fulfill all general education requirements set forth by the entering catalog, in order to meet teacher certification requirements.

After 94 earned credit hours, elementary majors must complete all of their course work at NIU. No exception will be made without prior written college permission.

Elementary education students receiving a D, F, or I in any component course in the first professional semester will not be permitted to enroll in or receive credit for courses in the second professional semester until the deficiency has been removed with a grade of S, C, or better. Elementary education students receiving a D, F, U, or I in any course in the second professional semester will not be permitted to enroll or receive credit for any course in the third professional semester until the deficiency has been removed with an S, C, or better.
In order to remain a major in elementary education, students must have a grade of C or better in each of the following courses: ARTE 383, EPFE 201, EPFE 410, EPS 300, EPS 304, EPS 450X, ETR 430, ETT 229, ETT 401A, ETT 401B, HIST 260, HIST 261, KNPE 245, LTIC 301, LTIC 420, LTLA 301, LTLA 341, LTLA 362, LTRE 300, LTRE 311, MATH 201, MATH 402, MUSC 373, PSYC 102, TLCI 300, TLEE 342, TLEE 344, TLEE 461, TLSE 240, and TLSE 456.

In addition, students must have a grade of S in the following courses: EPS 282X, TLEE 282, TLEE 382, TLEE 383, and TLEE 485.

Course Lists

Reading (LTRE)

Elementary Education (TLEE)


342. The Teaching of Social Studies in the Elementary School (3). Development of effective social studies programs with emphasis on instructional methods and materials.

344. Teaching Science in the Elementary School (3). The application of theories, best practice and learning standards in the development of inquiry-based science instruction in the elementary program (K-9). Emphasis on the knowledge of the learner, instructional methods, and the application of pedagogical content knowledge. PRQ: GPA of at least 2.75 and junior standing.


383. Elementary School Curriculum and Instruction: Field Experience (2). Pre-student teaching practicum. Methodology related to practice through teaching experiences in elementary school classrooms. Requires a minimum of 48 clock hours per semester hour of professional field experience in the classroom.
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

Design, implementation, and evaluation of lesson plans and instructional unit plans required. S/U grading. PRQ: TLEE 382. To be taken in conjunction with methods courses.

402X. Methods of Instruction in the Mathematics Curriculum for Elementary School (3). Crosslisted as MATH 402. Methods, techniques, materials, curricular issues, learning theories, and research utilized in the teaching of elementary school mathematics. Attention given to the teaching of exceptional students and to planning for multicultural learning situations. Intended for students in education. Accepted for credit as an elementary mathematics methods course, but not as an upper-division mathematical content course. Not open for credit toward the major or minor in mathematical sciences. Not used in major or minor GPA calculation for mathematical sciences major or minors. PRQ: MATH 201 with a grade of C or better and junior standing or consent of department.

461. Seminar in Elementary School Teaching (1). Orientation to the teaching profession including school and community environment, professionalism, and effect of teaching on student learning. S/U grading. PRQ: TLEE 383, GPA of at least 2.75, and senior standing. CRQ: TLEE 485 and ETT 401B.

485. Student Teaching (3-12). Student teaching for one-half semester or one entire semester. Assignments to be arranged with the department. S/U grading. See “Teacher Certification Requirements.” PRQ: TLEE 383 and MATH 402 or TLEE 402X.

490. Workshop in Elementary Education (1-6). Suggestions for experiences suitable for children 6 to 12 years old. Total time devoted to new media and the construction of teacher-made materials. May be repeated to a maximum of 6 semester hours. S/U grading.

492. Special topics in Elementary Education (1-3). Topics announced. May be repeated to a maximum of 9 semester hours when topic varies.

497. Independent Study (1-3). Independent study under direction of a faculty member. May be repeated to a maximum of 6 semester hours.

Literacy Education Faculty

Laurie Elish-Piper, Ph.D., University of Akron, Presidential Teaching Professor
Mary Beth Henning, Ph.D., Pennsylvania State University, associate professor
Sheryl L. Honig, Ph.D., University of Illinois, Chicago, assistant professor
Paul Kelter, Ph.D. University of Nebraska at Lincoln, professor
Donald J. Richgels, Ph.D., University of Wisconsin, Distinguished Research Professor
Eui-Kyung Shin, Ph.D., University of South Carolina, associate professor
Donna E. Werderich, Ed.D., Northern Illinois University, assistant professor
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

Corrine M. Wickens, Ph.D., Texas A&M University, assistant professor
C. Sheldon Woods, Ph.D., Kansas State University, associate professor

Department of Teaching and Learning

Other Catalog Change Page 113-120, 2010-11 Undergraduate Catalog

Department of Teaching and Learning (TL) Special and Early Education (SEED)

Special and Early Education (SEED)
Admission to the major in elementary education and to the interdisciplinary major in early childhood studies is limited. See “Limited Admissions and Limited Retention Requirements” in this catalog.

The Department of Teaching and Learning Special and Early Education (SEED) offers the B.S. degree with an interdisciplinary major in early childhood studies, the B.S.Ed. degree with a major in elementary education and with a major in special education, and undergraduate course work in early childhood education, elementary education, middle grades education, outdoor teacher education, secondary education, and special education. State of Illinois approved and NCATE accredited programs leading to certification are offered in early childhood education, elementary education, and special education. Viewing teaching both as an art and a science, learning as a reciprocal process, and service as a responsibility, the department provides curriculum and instruction grounded in theory, research, and best practice.

The B.S. degree in early childhood studies is offered jointly by the Department of Teaching and Learning Special and Early Education and the School of Family, Consumer, and Nutrition Sciences.

Transfer students who wish to major in elementary education should plan their program of study during their scheduled orientation session with an elementary education adviser.

↓
As part of teacher certification, … … certification (e.g., early childhood education, elementary education, special education). Additional tests may be required before applying for Illinois teacher certification.

Advisement services are provided the student from freshman year through graduation. Students are responsible for utilizing these services by responding to the periodic posted notices of deadlines for
professional semester applications and schedules for advance registration advisement. A permit to register for the first and second professional semesters of the elementary education program must be secured from the department.

Interdisciplinary Major in Early Childhood Studies (B.S.)
The Department of Teaching and Learning Special and Early Education and … … education and care of young children.

The major GPA in the interdisciplinary major is calculated using course work completed in the Department of Teaching and Learning Special and Early Education and the School of Family, Consumer, and Nutrition Sciences.

Major in Elementary Education (B.S.Ed.)
Retention in elementary education is contingent on maintaining an NIU cumulative GPA of 2.75 or higher, having a grade of C or better in all professional education courses, and successful completion of all clinical education courses.

Students who successfully complete the program will have completed all required ISBE and NCATE standards for teacher certification.

Requirements in Department (32)
TLSE 240—Introduction to Special Education Credits: 3

\[ \]
TLSE 485—Student Teaching Credits: 3-12
Students must take 10 credit hours in this course

Requirements outside Department (61)
ARTE 383—Teaching Art in Elementary Schools Credits: 3

\[ \]
OR MUSC 373—Fundamentals, Principles, and Practices in Elementary Music Credits: 3

\[ \]
PSYC 102—Introduction to Psychology Credits: 3
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

(Available for general education credit)
Total Hours for a Major in Elementary Education: 93

Special Requirements
Students must .......... Curriculum and Instruction.

Transfer students .......... certification requirements.

After 94 earned credit hours, .......... college permission.

Elementary education .......... removed with an S, C, or better.

In order to remain a major ........ following courses: EPS 282X, TLEE 282, TLEE 382, TLEE 383, and TLEE 485.
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↓

Course List

Curriculum and Instruction (TLCI)


TLCI 301X – Teaching with a Multicultural Perspective (3). Crosslisted as LTIC 301. Examination and application .......... primarily for preservice teachers.

TLCI 340 – Elementary School Curriculum (3). Introduction to elementary school curriculum and study of the relationship of theory to practice.

TLCI 422 – Middle School Organization and Instruction (3). Development of middle .......... PRQ: Junior standing.

TLCI 424 – Methods and Materials in the Secondary School (3). Modern principles of teaching and learning in relation to the guidance of learning activities in the high school class.

TLCI 450 – Classroom Management (2). Crosslisted as EPS 450X. Applications of .......... in classrooms.

TLCI 482 – Clinical Experiences in Outdoor Teacher Education (1-3). Clinical experiences in natural
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

and built environments. May not be used in lieu of or for student teaching credit.

TLCI 483 – Outdoor Education/Laboratory Experience (1). Laboratory work outside the classroom required. PRQ: TLEE 383, student teaching, and senior standing.

TLCI 490 – Workshop in Curriculum Leadership (1-3). Concentrated study ——— director of workshop.

TLCI 491 – Special Topics in Secondary Education (1-3). Topics announced. May be repeated to a maximum of 9 semester hours when topic varies.

TLCI 492 – Special Topics in Curriculum and Instruction (1-3) ↓
Topics announced. May be repeated to a maximum of 9 semester hours when topic varies.

TLCI 493 – Workshop in Outdoor Education (1-3). Investigation and ——— maximum of 3 semester hours.

TLCI 495 – Workshop in Secondary Education (1-3). Concentrated study of ——— the workshop.

TLCI 497 – Independent Study (1-3),
A. Curriculum Leadership
B. Secondary Education
Independent study ——— 6 semester hours. PRQ: Consent of department.

↓
Elementary Education (TLEE)

282 – Educational Participation in Clinical Experiences: Elementary Education (1-2). Crosslisted as EPS 282X. Pre-student teaching ——— education adviser.

TLEE 342 – The Teaching of Social Studies in the Elementary School (3). Development of effective social-studies programs with emphasis on instructional methods and materials.

TLEE 344 – Teaching Science in the Elementary School (3). The application of ——— junior standing.

TLEE 382 – Clinical Experience in Elementary School Curriculum and Instruction (1). Pre-student teaching ——— education courses. PRQ: TLEE 282.

TLEE 383 – Elementary School Curriculum and Instruction: Field Experience (2). Pre-student
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

TLEE 402X – Methods of Instruction in the Mathematics Curriculum for Elementary School (3). Crosslisted as MATH 402. Methods, techniques, . . . . . . major or minors. PRQ: MATH 201 with a grade of C or better and junior standing or consent of department.

TLEE 461 – Seminar in Elementary School Teaching (1). Orientation to the . . . . . . senior standing. CRQ: TLEE 485 and ETT 401B.

TLEE 485 – Student Teaching (3-12). Student teaching . . . . . . department. S/U grading. See “Teacher Certification Requirements.” PRQ: TLEE 383 and MATH 402 or TLEE 402X.


TLEE 492 – Special Topics in Elementary Education (1-3). Topics announced. May be repeated to a maximum of 9 semester hours when topic varies.

TLEE 497 – Independent Study (1-3). Independent study under direction of a faculty member. May be repeated to a maximum of 6 semester hours.

Teaching and Learning Special and Early Education Faculty

Helen Brantley, Ph.D., Columbia University at New York, professor, chair

Gregory Conderman, Ed.D., University of Northern Colorado, associate professor

Meryl Domina, Ph.D., University of Illinois at Chicago, assistant professor

Maylan Dunn-Kenney, Ph.D., University of Oklahoma, associate professor

Joseph Flynn, Ph.D., Michigan State University, assistant professor

Paula Hartman, Ph.D., The University of Texas at Austin, assistant professor

Laura Hedin, Ph.D., University of Illinois at Champaign-Urbana, assistant professor

Mary Beth Henning, Ph.D., Pennsylvania State University, associate professor

Gaylen G. Kapperman, Ed.D., University of Northern Colorado, professor

Paul Kelter, Ph.D., University of Nebraska at Lincoln, professor

Eui-Kyung Shin, Ph.D., University of South Carolina, associate professor
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

Toni VanLaarhoven, Ed.D., Northern Illinois University, associate professor
Elizabeth Wilkins, Ph.D., Southern Illinois University, professor
C. Sheldon Woods, Ph.D., Kansas State University, associate professor

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY

Department of Mechanical Engineering

BOT Other Catalog Changes 2010-11 Undergraduate Catalog

Emphasis 3. Sustainable Energy

Requirements in Department (65-66)
Same as required for major, in addition:
MEE 482 SE – Senior Mechanical Engineering Design Project:
   Emphasis in Sustainable Energy
At least two of the following four courses:
   MEE 451 – Refrigeration and Air Conditioning
   MEE 453 – Propulsion
   MEE 454 – Alternative and Renewable Energy
   MEE 455 – Energy Conservation and Environmental Sustainability

Requirements outside Department (42)
Same as required for major.

Total Hours for an Emphasis in Sustainable Energy: 107-108

BOT 3/24/11, CUC Section B, 11/18/10, UCC 12/9/10

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Allied Health and Communicative Disorders

BOT Other catalog change: 2010-11 Undergraduate Catalog

Minor in Communicative Disorders (21)
   ↓
Minor in Deafness Rehabilitation (18)
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

Health Sciences Emphasis 1 and Emphasis 2, Clinical Laboratory Sciences, and COMD majors are eligible to complete this minor.

Requirements (18)
- AHRS 101 - *Elementary* American Sign Language I (3)
- AHRS 102 - *Elementary* American Sign Language II (3)
- AHRS 200 - Disability in Society (3)
- AHRS 201 - *Intermediate* American Sign Language III (3)
- AHRS 202 - *Intermediate* American Sign Language IV (3)
- AHRS 327 - Introduction to Rehabilitation Services (3)

BOT 3/24/11, CUC Section B, 11/11/10, UCC 12/9/10

School of Nursing and Health Studies

Major in Public Health (B.S.)
The public health program prepares students for professional positions in general public health, health administration, environment and health, and health promotion, and general public health. Depending on their particular interests, graduates will be involved in developing and communicating health information to the public, planning and managing health service programs and facilities, developing and communicating health information to the public, and investigating and evaluating specific environmental and community and environmental health problems. Degree completion in public health is available to practicing health care professionals. See Emphasis 1 for details. Students aspiring to major in public health should contact a program adviser as early as possible, preferably during their freshman year, for a preadmission interview and course counseling session. Failure to do so could result in a delayed graduation.

B.S. in Public Health Completion Program

The B.S. completion program in public health is designed to award credit to practicing health care professionals for their recent education and previous learning experiences in the fields of dental hygiene, respiratory care, radiologic technology, long-term care administration, health information technology, nursing, occupational therapy assistant, physical therapy assistant, speech language pathology assistant, and surgical technology. With the consent of the departmental adviser, up to 25 semester hours of credit in PHHE 461 may be applied to the area of study in applied professional health sciences. The credit will be held in “escrow” and will be posted to the student’s transcript upon the completion of all designated 400-level course work for the public health major, at which time the student will receive credit in PHHE 487,
PHHE 489, variable credit in the appropriate section of PHHE 481 (A-N), as well as credit to be determined by the department based on professional course work of the student. Students in this program are exempt from the 30 semester hour university residence requirement.

**Major Requirements**

**Requirements in School (25-28)**
- PHHE 295 - Introduction to Public Health (3)
- PHHE 325 - Biostatistical Applications in Public Health (3)
- PHHE 351 - Elements of Environmental Health (3)
- PHHE 455 - Public Health Epidemiology (3)
- PHHE 461 - Public Health and the U.S. Health Care System (3)
- PHHE 467 - Public Health Research and Evaluation (3)
- PHHE 469 - Principles of Health Planning (3)
- PHHE 487 - Public Health Pre-Practicum Seminar (1)
- PHHE 489 - Practicum in Public Health (3-6)

**Requirements outside School (29-33)**
- AHCD 318 - Medical Terminology (3)
- BIOS 104 - General Biology (4), OR BIOS 208 - Fundamentals of Biology I (3) and BIOS 210 - Fundamentals of Biology I Laboratory (1)
- BIOS 213 - Introductory Bacteriology (3), OR BIOS 313 - Microbiology (4)
- BIOS 109 - Human Biology (3), OR BIOS 357 - Human Anatomy and Physiology (5)
- *CHEM 110 - Chemistry (3) and *CHEM 111 - Chemistry Laboratory (1), OR *CHEM 210 - General Chemistry I (3) and *CHEM 212 - General Chemistry Laboratory I (1)
- ETT 429 - Computers in Classroom Teaching (3), OR *CSCI 205 - Introduction to Computing (3)
- ENGL 250 - Practical Writing (3)
- *MATH 210 - Finite Mathematics (3), OR *MATH 211 - Calculus for Business and Social Sciences (3), OR *MATH 229 - Calculus I (4)
- *SOCI 170 - Introduction to Sociology (3), OR *SOCI 250 - Contemporary Social Institutions (3)

One of the following emphases: General Public Health, Health Administration, Environment and Health, or Health Promotion
**Emphasis 1. General Public Health**

The general public health emphasis allows students to complete a broad educational foundation in public health while choosing a minor outside the school, or qualifying for the public health degree completion program.

**Requirements in School (9)**

- PHHE 315 - Introduction to Health Promotion (3)
- Two of the following (6)
  - PHHE 431 - Applied Health Promotion Programming (3)
  - PHHE 433 - Principles of Long-term Care Administration (3)
  - PHHE 435 - Ethical Decision Making for Health Professionals (3)
  - PHHE 437 - Assessment, Treatment and Prevention of Drug and Alcohol Addiction (3)
  - PHHE 439 - Funding for Programs in Public Health (3)
  - PHHE 441 - Introduction to Health Care Administration (3)
  - PHHE 451 - Economic Issues in Public Health (3)
  - PHHE 453 - Financial Management of Health Care Organizations (3)
  - PHHE 463 - Public Health Informatics (3)

**Requirements outside School (15-33)**

- One of the following (3)
  - SOCI 356 - Health, Aging, and Society (3),
  - OR SOCI 451 - Medical Sociology (3),
  - OR SOCI 482 - Sociology of Death and Dying (3),
  - OR IDSP 465 - Issues in Gerontology (3)

- One of the following designations (12-30)
  - A minor offered by the School of Family, Consumer, and Nutrition Sciences, or a minor in biological sciences, chemistry, communication studies, communicative disorders, gerontology, environmental management systems, environmental studies, Spanish, or psychology.
  - OR Qualified for the public health degree completion program.

**B. S. in Public Health Degree Completion Program**

The B.S. public health degree completion program in the general public health emphasis is designed to award credit to practicing health care professionals for their recent education and previous learning experiences in the fields of dental hygiene, respiratory care, radiologic technology, long-term care administration, health information technology, nursing, occupational therapy assistant, physical therapy assistant, speech-language pathology assistant, and surgical technology. With the consent of the
departmental adviser, up to 25 semester hours of credit in PHHE 481 may be applied to the area of study in applied professional health sciences. The credit will be held in “escrow” and will be posted to the student’s transcript upon the completion of all designated 400-level course work for the public health major, at which time the student will receive credit in PHHE 487, PHHE 489, variable credit in PHHE 481, as well as credit to be determined by the department based on professional course work of the student. Students in this program are exempt from the 30 semester hour university residence requirement. Students interested in the B.S. in public health degree completion program should contact a program adviser for a pre-admission interview and course counseling session.

**Total Hours for Emphasis 1, General Public Health: 78-103**

**Emphasis 2, Health Administration**

The health administration emphasis teaches students administrative, supportive, planning, and assessment skills that prepares students for careers in managed-care settings; long-term care; hospitals; federal, state, and community health agencies, and other health-related organizations. With appropriate electives, students qualify to take the Illinois Nursing Home Administrators Licensing Examination. For details contact the public health program office.

**Requirements in School (15)**

- PHHE 441 - Introduction to Health Care Administration (3)
- PHHE 451 - Economic Issues in Public Health (3)
- PHHE 453 - Financial Management of Health Care Organizations (3)
- Two of the following (6)
  - PHHE 431 - Applied Health Promotion Programming (3)
  - PHHE 433 - Principles of Long-term Care Administration (3)
  - PHHE 435 - Ethical Decision Making for Health Professionals (3)
  - PHHE 437 - Assessment, Treatment and Prevention of Drug and Alcohol Addiction (3)
  - PHHE 439 - Funding for Programs in Public Health (3)
  - PHHE 463 - Public Health Informatics (3)

**Requirements outside School (27-31)**

- ACCY 288 - Fundamentals of Accounting (3), OR ACCY 206 - Introductory Financial Accounting (3), and ACCY 207 - Introductory Cost Management (3)
- *ECON 260 - Principles of Microeconomics (3)
- FINA 320 - Principles of Finance (3), OR OMIS 338 - Principles of Operations Management (3)
- MGMT 217 - Legal Environment of Business (3)
### SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

MGMT 333 - Principles of Management (3)
MKTG 310 - Principles of Marketing (3)
FINA 320 - Principles of Finance (3),
    OR OMIS 338 - Principles of Operations Management (3)
*PSYC 102 - Introduction to Psychology (3)
SOCI 356 - Health, Aging, and Society (3),
    OR SOCI 451 - Medical Sociology (3),
    OR SOCI 482 - Sociology of Death and Dying (3),
    OR IDSP 465 - Issues in Gerontology (3)
UBUS 223 - Introduction to Business Statistics (3),
    OR STAT 301 - Elementary Statistics (4)

**Total hours For Emphasis 2, Health Administration: 96-107**

### Emphasis 3. Environment and Health

The requirements in the school for the environment and health emphasis prepare students to work in a variety of environmental settings that focus on eliminating health disparities of the public.

#### Requirements in School (9)

- PHHE 315 - Introduction to Health Promotion (3)
- Two of the following (6)
  - PHHE 431 - Applied Health Promotion Programming (3)
  - PHHE 435 - Ethical Decision Making for Health Professionals Credits: 3
  - PHHE 439 - Funding for Programs in Public Health (3)
  - PHHE 441 - Introduction to Health Care Administration (3)
  - PHHE 451 - Economic Issues in Public Health (3)
  - PHHE 453 - Financial Management of Health Care Organizations (3)
  - PHHE 463 - Public Health Informatics (3)

#### Requirements outside School (27-31)

- GEOG 406 - Natural Hazards and Environmental Risk (3)
- *PHYS 150 - Physics (3),
  - OR *PHYS 150A - Physics (4),
  - OR *PHYS 210 - General Physics I (4)
- TECH 433 - Toxicology for Industry (3)
- Two of the following:
  - *GEOG 253 - Natural Resources and Environmental Quality (3)
  - GEOG 302 - Soil Science (4)
  - GEOG 303 - Water Resources and the Environment (3)
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

GEOG 432 - Geography of Health (3)

Two of the following:
- TECH 432 - Disaster Preparedness (3)
- TECH 434 - Human Factors in Industrial Accident Prevention (3)
- TECH 437 - Fundamentals of Industrial Hygiene (3)
- TECH 441 - Hazard Control in Industrial Operations (3)

Course work from the following. Cannot select courses previously taken to satisfy other major or emphasis requirements. (6-8)
- BIOS 205 - Organismal Diversity (3), and BIOS 207 - Organismal Diversity Laboratory (1)
- BIOS 208 - Fundamentals of Biology I (3), and BIOS 210 - Fundamentals of Biology I Laboratory (1)
- BIOS 209 - Fundamentals of Biology II (3), and BIOS 211 - Fundamentals of Biology II Laboratory (1)
- *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)
- CHEM 230 - Introduction to Organic Chemistry (3)
- ENVS 301 - Environmental Sciences I: Physical Systems (3)
- ENVS 302 - Environmental Sciences II: Biological Systems (3)
- ENVS 304 - Environmental Law, Policy, and Economics (3)
- ENVS 305/TECH 305X - Green Technologies (3)
- *GEOG 101 - Survey of Physical Geography (3), and *GEOG 102 - Survey of Physical Geography Laboratory (1)
- GEOG 455 - Land-Use Planning (3)
- GEOG 492 - Hydrology (3)
- *PHYS 210 - General Physics I (4)
- *PHYS 211 - General Physics II (4)
- POLS 324 - Politics of Energy and the Environmental Law and Policy (3)

Total Hours for Emphasis 3, Environment and Health: 90-101

Emphasis 4. Health Promotion

The requirements for the health promotion emphasis prepare students to become health educators in health care or social assistance settings. They educate individuals and communities about behaviors that can prevent diseases, injuries, and other health issues. In addition, the health promotion emphasis prepares students to take the Certified Health Education Specialist Exam (CHES) given by the National Commission for Health Education Credentialing, Inc.

Requirements in School (18)
- PHHE 304 - Drug Use and Abuse (3)
  OR PHHE 437 - Assessment, Treatment, and Prevention of Drug and Alcohol Addiction (3)
- PHHE 306 - Human Sexuality (3)
SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

PHHE 315 - Introduction to Health Promotion (3)  
PHHE 431 - Applied Health Promotion Programming (3)  
One of the following (3)  
  PHHE 408 - Mental and Emotional Health (3)  
  PHHE 410 - Death Education (3)  
  PHHE 412 - Consumer Health (3)  
One of the following (3)  
  PHHE 433 - Principles of Long-term Care Administration (3)  
  PHHE 435 - Ethical Decision Making for Health Professionals (3)  
  PHHE 439 - Funding for Programs in Public Health (3)  
  PHHE 441 - Introduction to Health Care Administration (3)  
  PHHE 451 - Economic Issues in Public Health (3)  
  PHHE 453 - Financial Management of Health Care Organizations (3)  
  PHHE 463 - Public Health Informatics (3)

Requirements outside School (15-16)  
COMS 200 - Public Speaking (3),  
  OR COMS 304 - Introduction to Persuasion Theory (4)  
  OR FCNS 201 - Human Nutrition (3)  
  OR FCNS 280 - Human Development, the Family, and Society (3),  
  OR PSYC 225 - Lifespan Development: Childhood through Adulthood (3)  
  OR SOCI 356 - Health, Aging, and Society (3),  
    OR SOCI 451 - Medical Sociology (3)  
    OR SOCI 482 - Sociology of Death and Dying (3),  
    OR IDSP 465 - Issues in Gerontology (3)  
One of the Following:  
  CAHA 401 - Introduction to Adult and Higher Education (3)  
  CAHC 400 - Exploration in the Counseling Profession (3)  
  EPS 300 - Educational Psychology (3)

Total Hours for Emphasis 4, Health Promotion: 87-95

*PLEASE NOTE: ALL OF THE ABOVE REPLACES THE FOLLOWING SECTION.

Emphasis 1. General Public Health

The requirements in the school for the general public health emphasis prepare students to take the Certified Health Education Specialist Exam (C.H.E.S.) given by the National Commission for Health Education Credentialing, Inc.
Received by Undergraduate Coordinating Council—October 6, 2011

COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
First Meeting/2011-12 Academic Year
September 8, 2011

SECTION C – Items previously in Section B, now reported for inclusion in the 2012-13 Undergraduate Catalog

**Total Hours for Emphasis 2, Health Administration: 95-102**

BOT 3/24/11, CUC Section B, 11/11/10, UCC 12/9/10

**COLLEGE OF VISUAL AND PERFORMING ARTS**

School of Theatre and Dance

| BOT | Other Catalog Change: Page 313, 2009-10 Undergraduate Catalog | New minor |

**Minor in Theatre Studies (25-28)**

THEA 110 - Fundamentals of Acting for the Non-Major (3)
THEA 201 - The Aesthetics of Theatre (3)
THEA 300 - Script Analysis (3)
THEA 235 - Stage Technology I: Costumes and Makeup (3)
THEA 235A - Stage Technology I Laboratory (1)
THEA 255 - Stage Technology II: Scenery and Lighting (3)
THEA 255A - Stage Technology II Laboratory (1)
THEA 300 - Script Analysis (3)
THEA 395 - Performance and Production (2)
One of the following (3)
THEA 370 - History of Theatre and Drama I (3)
THEA 371 - History of Theatre and Drama II (3)
THEA 475 - Contemporary Theatre (3)
Electives in Theatre Arts (3-6)
THEA 214 - Introduction to Performance (3)
THEA 215 - Fundamentals of Storytelling (3)
THEA 216 - Acting I: Performing Skills (3)
THEA 220 - Introduction to Design (3)
THEA 313 - Stage Management (3)
THEA 466 - The Business of Theatre (2)
THEA 481 - Playwriting I (3)
THEA 491 - Topics in Theatrical Performance (3)

BOT 6/9/11, UCC 4/1/10, CUC Sec. B 3/18/10
ADMISSIONS

Dual Admissions
The dual admissions agreement has been developed to provide a seamless transition in the transfer process from participating community colleges to NIU. Students who are admissible to NIU and to the participating community colleges are eligible to benefit from the dual admissions agreement. Students indicate an intention to participate in this agreement by signing a statement of intent that includes their primary area of academic interest at the time of their admissions to NIU and the participating community college. All students taking part in the dual admissions agreement are subject to the same admissions, matriculation, and degree requirements governing all other NIU and participating community college students. Students who participate in the dual admissions agreement and earn an A.A. or A.S. degree will be entitled to the same academic benefits as undergraduates new to NIU regardless of previous enrollment at NIU. Currently, agreements are in place with Black Hawk College, City Colleges of Chicago, College of DuPage, College of Lake County, Elgin Community College, Harper College, Highland Community College, Illinois Valley Community College, Joliet Junior College, Kishwaukee College, McHenry County College, Moraine Valley Community College, Morton College, Oakton Community College, Rock Valley College, Sauk Valley Community College, Triton College, and Waubonsee Community College.

ACADEMIC REGULATIONS

Attendance
The university does not use a “cut” system. Each instructor decides whether to excuse class absences and determines how to permit make-up work.

If a student will be absent from classes for a week or more because of an accident, illness, or other emergency, instructors will be notified of the absence only if students or their parents request it through the Division of Student Affairs. Health Services will not release information about students unless they provide a written request.

Leaves of absence will be granted for volunteer services related to disaster relief in accordance with applicable Illinois statutes or executive orders issued by the State of Illinois in response to emergency situations. To initiate a leave of absence, students should contact their College Dean’s office, or the vice provost (or the vice provost’s delegate) for any student who has no college affiliation. Following the period of volunteer service, Registration and Records will facilitate reenrollment of the student.

Students are expected to comply with each individual instructor’s established attendance policy. It is recommended that students avoid registering for classes in which they would amass significant absences. In the case of an absence...
SECTION D – Items reported for inclusion in the Undergraduate Catalog by another standing committee of the Undergraduate Coordinating Council

due to required attendance at a university-sponsored event such as a department trip, performing arts activity, ROTC function, or athletic competition, reasonable attempts shall be made by faculty members to allow the student to make up missed work. Students are responsible for completing the work assigned and/or due on the days they are absent for university-sponsored events. Both the sponsoring unit and the student should inform the faculty member as soon as possible in the semester in order for arrangements to be made for completing missed assignments, examinations or other required course work. The student is required to provide each instructor with an official notification in advance of the absence (e.g., a letter from the chair of the sponsoring department, the head of the sponsoring unit, or the coach).