Section A – Recorded for inclusion in the Undergraduate Catalog

Colleges of Business

Course Revision: Page 72, 2011-12 Undergraduate Catalog

UBUS 101. Business Disciplines and Issues (1-3). May be repeated to a maximum of 26 semester hours when topics vary. Not available for credit for upper-division business majors.

Other Catalog Change: Page 71, 2011-12 Undergraduate Catalog

Minor in Business Administration (36-41)

One of the following:

ILAS 170 – World Religions (3)

Other catalog change: Page 72, 2011-12 Undergraduate Catalog

Interdisciplinary Courses Offered by the College of Business

Business Administration Course List

BADM 395. Career Planning in Business Administration (1). …
BADM 458. Internship in Business Administration (3-6). …

Interdisciplinary Courses Offered by the College of Business

UBUS 100. Career Compass (0). …

College of Education

Department of Teaching and Learning (aka SEED)

Course Revision Page 116, 2011-12 Undergraduate Catalog

TLSE 457. Systems for Integrating the Exceptional Student in the Regular Classroom (3). … PRQ: Junior standing and PHHE 208 220 or ARTE 344 or FCNS 240 or ILS 201 or MUSC 275.

College of Engineering and Engineering Technology

Other Catalog Change 2011-12 Undergraduate Catalog

Promod Vohra, Ed.D., P.E., dean
Mansour Tahernezhadi, Ph.D., P.E., associate dean, research and graduate programs
Omar Ghrayeb, Ph.D., associate dean, outreach and undergraduate programs
The departments of the College of Engineering and Engineering Technology offer baccalaureate programs leading to the degree Bachelor of Science (B.S.). The College of Engineering and Engineering Technology offers a contract major leading to a B.S. degree or the degree Bachelor of General Studies (B.G.S.). The college also participates in the interdisciplinary minor in environmental management systems (see “Interdisciplinary Minors” in the College of Liberal Arts and Sciences).

Department Names and Undergraduate Programs Offered

Mission

Academic Advising

Special General Education Requirements for Electrical, Industrial and Systems, and Mechanical Engineering Majors

All candidates for the B.S. degree in electrical, industrial and systems, and mechanical engineering must fulfill the university’s general education requirements (see “University Graduation Requirements”) as well as the requirements described under “Special Requirements for the B.S. Degree in Electrical, Industrial and Systems, and Mechanical Engineering.”

The College of Engineering and Engineering Technology (CEET) Honors Program is designed to provide exceptional students an opportunity to conduct in-depth exploration and research of topics in engineering and technology. This program is intended to support the general mission of the University Honors Program with the specific goal of providing students more interaction with faculty, opportunities for undergraduate research, and exposure to research activity expected of graduate programs.

Students who wish to work toward a B.S. degree with honors in engineering or engineering technology should discuss the matter with the departmental undergraduate adviser and a representative from the
university honors program. Lower division honors for freshmen and sophomores is managed by the University Honors Program and can be achieved through the registration for honors courses that are part of general education or major requirements. Engineering and engineering technology majors with at least a 3.20 overall GPA and a minimum 3.40 GPA in the courses required in the chosen major are eligible for the CEET Honors Program. Admission to the college’s upper division honors program will be considered only for majors in their junior and senior years and requires the approval of the departmental undergraduate adviser, the college honors director, and a representative of the university honors program. Should the student’s GPA fall below the minimum requirements for an academic term, the student must achieve these standards no later than the end of the following semester to remain in the program.

Requirements for earning the baccalaureate degree “With Engineering Honors” include a minimum of 12 semester hours of honors courses numbered 300 or above that are within the chosen major program. The senior capstone design course specific to their discipline (i.e., ELE 492, MEE 482, etc.) must count toward the required hours of honors work and include an individual independent research activity separate from the final design report. The topic and scope of the independent research activity must be approved by the faculty project adviser and the college honors director. A final report of the activity is filed with both the college and the university honors program.

Note: Most engineering honors courses are not separate courses but rather subsections of regular courses with an enriching experience. The honors student may contract an honors designation of those courses without explicit honors mini-sections.

Department of Electrical Engineering

Course Revision: 2011-12 Undergraduate Catalog

ELE 499H. HONORS UNDERGRADUATE RESEARCH (1-3). ….

Other Catalog Changes: 2011-12 Undergraduate Catalog

Department of Electrical Engineering (ELE)

Mission

Electrical Engineering Program Educational Objectives

Department Requirements

Candidates for the Bachelor of Science degree in electrical engineering must select their general education courses in the humanities and the arts, social sciences, and interdisciplinary studies to satisfy both university and the accrediting agency (Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology) requirements. These requirements are described under “Special General Education Requirements for Electrical, Industrial and Systems, and Mechanical Engineering Majors” in the College of Engineering and Engineering Technology section of this catalog. Students must consult with
SECTION A – Recorded for inclusion in the Undergraduate Catalog

their faculty advisers to determine appropriate courses.

All electrical engineering students must have their schedule reviewed, approved, and signed by their faculty adviser each semester. Any deviation from an approved course schedule may delay graduation.

Other Catalog Change: 2011-12 Undergraduate Catalog

B.S. in Electrical Engineering
↓
Emphasis 2. Biomedical Engineering
↓
Track 1
↓
Electives
↓
ELE 499H – Honors Undergraduate Research (3)

Track 2
↓
Electives (6)
↓
ELE 499H – Honors Undergraduate Research (3)

Department of Industrial and Systems Engineering

Other Catalog Changes: 2011-12 Undergraduate Catalog

Department of Industrial and Systems Engineering (ISYE)
↓
Mission
↓
Educational Objectives
↓
Program Outcomes
↓
Department Requirements
Candidates for the Bachelor of Science degree in industrial and systems engineering must select their general education courses in the humanities and the arts, social sciences, and interdisciplinary studies to satisfy college requirements. Students should consult with their faculty advisers to determine appropriate course schedules.

All industrial and systems engineering students must have their schedule reviewed, approved, and signed by their faculty adviser each semester. Any deviation from an approved course schedule may delay graduation.
SECTION A – Recorded for inclusion in the Undergraduate Catalog

Major in Industrial and Systems Engineering (B.S)
↓
Requirements in Department (45)
↓
Requirements outside Department (48-49 52)
↓
MEE 209 – Engineering Mechanics: Statics and Dynamics (4)
    OR MEE 210 – Engineering Mechanics I (3)
    AND MEE 211 – Engineering Mechanics II (3)
MEE 270 – Engineering Graphics
↓
Electives (15)
↓
Emphasis 1. Health Systems Engineering
↓
Requirements in Department (45)
↓
Requirements outside Department (51-52 54)
↓
MEE 209 – Engineering Mechanics: Statics and Dynamics (4)
    OR MEE 210 – Engineering Mechanics I (3)
    AND MEE 211 – Engineering Mechanics II (3)
MEE 270 – Engineering Graphics
↓
Technical Courses (15)
↓
Emphasis 2. Manufacturing Systems
↓
Requirements in Department (48)
↓
Requirements outside Department (48 48-52)
↓
Technical Courses (19)
↓
Emphasis 3. Engineering Management
↓
Requirements in Department (45)
↓
Requirements outside Department (48 48-52)
↓
MEE 209 – Engineering Mechanics: Statics and Dynamics (4)
    OR MEE 210 – Engineering Mechanics I (3)
COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
Second Meeting/2011-12 Academic Year
October 13, 2011

SECTION A – Recorded for inclusion in the Undergraduate Catalog

AND MEE 211 – Engineering Mechanics II (3)
MEE 270 – Engineering Graphics

Technical Courses

Department of Electrical Engineering

New Course 2011-12 Undergraduate Catalog

CIP Code: 014.1001

250U. COMPUTER ENGINEERING I LABORATORY (1). Laboratory experiments related to the design and implementation of digital systems. Combinational and sequential circuits are investigated. PRQ: ELE 210U. CRQ: ELE 250.

New Course 2011-12 Undergraduate Catalog

CIP Code: 014.1001

463. RADIO FREQUENCY ELECTRONICS (3). This course concerns itself with the design and implementation of electronic subsystems directed towards application in the frequency bands spanning 100 kHz through UHF. This important spectral region supports analog signal processing critical to wireless communication. PRQ: ELE 330 and ELE 360.

Course Revision 2011-12 Undergraduate Catalog

250. COMPUTER ENGINEERING I (4). Design of digital … transition diagrams. Lecture, discussion three periods per week; laboratory, problem session two periods per week. PRQ: ELE 210 and ELE 210U, both with a grade of C or better.

Course Revision 2011-12 Undergraduate Catalog

356. COMPUTER ENGINEERING II (4). Analysis of microprocessors … per week. PRQ: CSCI 240 or other high-level programming language, and ELE 250, and ELE 250U.

Other Catalog Changes 2011-12 Undergraduate Catalog

Major in Electrical Engineering (B.S.)

Emphasis 1. Electrical and Computer Engineering

Requirements in Department (41)

ELE 250 – Computer Engineering I (4)
SECTION A – Recorded for inclusion in the Undergraduate Catalog

ELE 250U – Computer Engineering I Laboratory (1)

↓
Requirements Outside Department (45-47)

↓
MEE 209 – Engineering Mechanics: Statics and Dynamics (4)

OR both MEE 210 – Engineering Mechanics: Statics (3)

AND MEE 211 – Engineering Dynamics: Dynamics (3)

↓
Electives (18)

↓
Signal Processing/Communications: ELE 425, ELE 451, ELE 452, ELE 454, ELE 461, ELE 463, ELE 464

COLLEGE OF HEALTH AND HUMAN SCIENCES

All University Change

Other catalog change: Page 7, 2011-12 Undergraduate Catalog

A Guide to Reading This Catalog

↓
IHHS – Interdisciplinary Health and Human Sciences

Other Catalog Change Pages 331-3332, 2011-12 Undergraduate Catalog

Homeland Security (18-21)

↓
Core Courses

↓
One of the following

↓
IHHS UHHS 301 – Independent Study in Health and Human Sciences (1)

↓
Biochemical Sciences Track

↓
One of the following (2-3)

↓
IHHS UHHS 450 – Administration for Professional in Health and Human Sciences

↓
Health Sciences Track

Four of the following (11)

↓
Committee on the Undergraduate Curriculum (CUC)
Second Meeting/2011-12 Academic Year
October 13, 2011

SECTION A – Recorded for inclusion in the Undergraduate Catalog

IHHS 450 – Administration for Professional in Health and Human Sciences

College Curricular Changes

Course Revision

Interdisciplinary Courses Offered by the College of Health and Human Sciences (IHHS, UHHS)

IHHS 301. INDEPENDENT STUDY IN HEALTH AND HUMAN SCIENCES (1-3).

IHHS 350. CRITICAL THINKING FOR HEALTH AND HUMAN SERVICES PROFESSIONALS (3).

IHHS 450. ADMINISTRATION FOR PROFESSIONALS IN HEALTH AND HUMAN SCIENCES (3).

IHHS 466. SEMINAR IN GERONTOLOGY (3).

IHHS 467. FIELDWORK IN GERONTOLOGY (3).

Course revision:

UHHS 416. PRACTICUM IN PROTON THERAPY (1-3). Observation and … concurrent enrollment. CRQ: IHHS 301 or UHHS 401 or UHHS 402 or UHHS 403 or UHHS 415. PRQ: Consent of college.

Other catalog change:

Contract Major (B.S.)

↓

B.G.S. Core Courses

↓

IHHS 350 - Critical Thinking for Health and Human Services Professionals (3)

IHHS 450 - Administration for Professionals in Health and Human Sciences (3)

Other Catalog Change

B.G.S. Degree

↓

Applicants must be practicing health or human sciences professionals who hold a current professional credential, certificate, or license in a health or human sciences field and have completed an applied associates degree program or equivalent number of credits. Other professional recognitions in health or
human sciences may be considered on an individual basis. Applicants must be eligible for admission to NIU. The professional credential, certificate or license must be in the field in which the applicant is working or attempting to work.

The B.G.S. … …. The student who wishes to earn the B.G.S. degree must

be admitted to NIU

have a cumulative GPA of at least 2.00.

submit a B.G.S. application including a written professional goals statement and copy of the professional credential. The B.G.S. application is available through the College of Health & Human Sciences advising office, for approval that includes at least 50 semester hours of required core courses and additional electives selected with the approval of a B.G.S adviser. Electives selected with the approval of a B.G.S adviser.

Complete 30 semester hours at NIU, excluding proficiency credit.

**B.G.S. Requirements (50)**

**B.G.S.-Core Courses (42)**

*AHRS 200 – Disability in Society (3)

OR TECH 432 – Disaster Preparedness (3)

**Electives (8)**

Electives selected with the approval of a B.G.S adviser.

In addition, B.G.S. students must complete 30 semester hours at NIU, excluding proficiency credit.

Upon successful completion of these 50 semester hours all B.G.S. requirements, the student may be awarded up to 30 semester…

**Minor in Gerontology (15)**

Coordinator: Director, Gerontology Program

Primary Content Area (9-12)

IHHS UHHS 466 - Seminar in Gerontology (3) (3-6)
IHHS UHHS 467 - Fieldwork in Gerontology (3)
KNPE 454 - Exercise Gerontology (3)
PSYC 425 - Adult Development and Aging (3)
SECTION A – Recorded for inclusion in the Undergraduate Catalog

Other Courses Related to gerontology (3-6)

↓

IHHS UHHS 301 - Independent Study in Health and Human Sciences (3)

↓

Certificates of Undergraduate Study

Gerontology (15)

↓

Core Courses (6)

IDSP 465 - Issues in Gerontology (3)

IHHS UHHS 466 - Seminar in Gerontology (3),

OR IHHS UHHS 467 - Fieldwork in Gerontology (3)

Additional Courses (9)

One course selected from each of the following sets (9): SOCI 451 (3); SOCI 460 (3); SOCI 482 (3)

FCNS 280 (3); PSYC 225 (3); PSYC 425 (3); PSYC 465(3) BIOS 109 (3); FCNS 310 (3); NURS 430 (4);

NURS 460 (4) OR With the approval of the Gerontology program director, a student may substitute IHHS

UHHS 301 (Independent Study in Health and Human Sciences) for up to six (6) semester hours

of additional courses.

School of Allied Health and Communicative Disorders

Course Revision

AHCD 498. TUTORIAL IN ALLIED HEALTH AND COMMUNICATIVE DISORDERS (1-3).

Directed individual study and research in special areas of allied health and communicative disorders.

Speech Language Pathology/Audiology, Clinical Laboratory Sciences, and Pre-physical Therapy majors

may be repeated to a maximum of 6 semester hours. Rehabilitation Services majors and Deafness

Rehabilitation minors may repeat to a maximum of 9 semester hours with advisor approval. Available for

concurrent enrollment. PRQ: Consent of school.

Other Catalog Change

Clinical Laboratory Sciences

↓

Major in Clinical Laboratory Sciences (B.S.)

↓

Requirements in School (63-67)

↓

AHLS 446 - Principles of Laboratory Management and Practice (1),

OR IHHS UHHS 450 - Administration for Professionals in Health and Human Sciences (3)

School of Family, Consumer and Nutrition Sciences

All University Introductory Change
Limited Admissions and Limited Retention Requirements

**Limited Admissions Requirements**

- **Family and Child Studies Major**
  (School of Family, Consumer, and Nutrition Sciences)
  
  To be considered for admission into the family and child studies major, students must have their applications to the university and to the school complete by the following deadlines:

  - **been accepted to NIU** and have confirmed their intent to enroll at NIU. Students must also apply separately to the family and child studies major. Students may choose a first and second choice from the following emphases: Emphasis 1: Family and Individual Development, Emphasis 2: Family Social Services, or Emphasis 3: Child Development. Depending on the semester the student chooses to apply, an application must be turned in by the following deadlines:

    - **Term**............................Applications complete by
      - Spring..........................................................September 15
      - Summer/Fall..................................................March 1

  All students who have indicated an interest in the programs offered by the school, but have not met all admission criteria, will be classified as pre-majors in the School of Family, Consumer, and Nutrition Sciences. They will be considered for acceptance into departmental emphases according to the procedures set forth below, depending on their status as transfer or continuing or continuing students. Current NIU students should apply directly to the School for admission into a family and child studies emphasis.

  Transfer and reentering students’ cumulative GPA from all schools attended as calculated by the Office of Registration and Records is used as printed on the students’ evaluation of credit will be calculated from those classes that will count toward the baccalaureate degree. The school will use the GPA from the most recent evaluation of credit on file until 15 semester hours are earned at NIU, with at least 12 of those hours being credit that applies to either their major, minor, or general education requirements. For students who have earned at least 15 credits at NIU that apply to either their major, minor, or general education requirements, the NIU GPA will be reviewed.

  Students may indicate an interest in the family and child studies program on the application for admission to the university, will be admitted as pre-FCNS majors. For admission to the School as a major, students may download from the FCNS website an application to their chosen emphasis approximately one month prior to each deadline. They must also apply directly to the School of Family, Consumer, and Nutrition Sciences for admission into a specific emphasis after they have met the admission requirements for that emphasis. Transferring or reentering students should seek departmental advisement at orientation or as soon as they arrive on campus through the College of Health & Human Sciences office.
Transfer students who indicate on the application for admission to the university that they intend to enroll in the major in family and child studies should immediately request an application for the School of Family, Consumer, and Nutrition Sciences. After such students are accepted into the university, their applications will be transmitted to the school for consideration for admission. Students should seek departmental advisement at orientation or as soon as they arrive on campus.

Continuing NIU students apply directly to the school for admission into a family and child studies emphasis.

To change from one emphasis to another, the student must apply to the school for admission into the new emphasis.

APASC 10/12/11

New Course  Page 165, 2011-12 Undergraduate Catalog

CIP CODE: 19.0701

Family and Child Studies

FCNS 433. INTRODUCTION TO CHILD LIFE THEORY AND PRACTICE (3) Educate and prepare students for working with pediatric patients and families in the healthcare setting. Through reviewing of the theoretical framework and exploring of the clinical role of the Child Life practice, students will gain knowledge of the importance of play and preparation for the child and family in the healthcare setting. PRQ: FCNS 230 or EPS 304 or PSYC 324, and FCNS 284.

Course Revision  Pages 162-166, 2011-12 Undergraduate Catalog

Course List

General

498. PROFESSIONAL SEMINAR IN FAMILY, CONSUMER, AND NUTRITION SCIENCES (1-3). Professional career … ... Nutrition Sciences.

Nutrition, Dietetics, and Hospitality Administration

SECTION A – Recorded for inclusion in the Undergraduate Catalog

418. MANAGING HUMAN RESOURCES IN THE HOSPITALITY INDUSTRY (3). Fundamental concepts, … … other current topics. CRQ: FCNS 320. PRQ: FCNS 202 with a grade of C or better and MGMT 333.

420. MANAGEMENT OF FOOD AND NUTRITION SERVICES (3). Principles of food and nutrition services management with emphasis on personnel management, cost controls, marketing, and menu analysis. PRQ: MGMT 333 and FCNS 320. CRQ: FCNS 320.

Family Consumer Sciences Education

240. TEACHING AND LEARNING IN FAMILY AND CONSUMER SCIENCES EDUCATION (3). Introduction to … … Certification Requirements.” PRQ: Minimum 2.75 GPA and passing the basic skills test in the Illinois Certification Testing System.

Family and Child Studies

481. PROFESSIONAL PRACTICES IN FAMILY SOCIAL SERVICES (3). Introduction to … … and interns. PRQ: FCNS major, and FCNS 180 and FCNS 280 and FCNS 284.

490. PRACTICUM IN INFANT AND CHILD DEVELOPMENT LABORATORIES (6-12). Supervised on-campus … … toward graduation. PRQ: FCNS 498 and See emphasis 3, child development, special requirements.

Other Catalog Change

Comprehensive Major in Family and Child Studies (B.S.)

Emphasis 3. Child Development

This emphasis provides preparation … … Provider Connections. Students interested in the Illinois Director Credential must take: FCNS 434, FCNS 438, FCNS 445, and FCNS 483. The Child Development Emphasis is recommended as preparation for advanced degrees in child development, family and child studies, and related fields.

Requirements in School (48-51)

FCNS 490 - Practicum in Infant and Child Development Laboratories (12)
FCNS 498 – Professional Seminar in Family, Consumer, and Nutrition Sciences (3)
One of the following areas of study (9)

Child Life Specialist (9)
FCNS 433 – Introduction to Child Life Theory and Practice (3)
SECTION A – Recorded for inclusion in the Undergraduate Catalog  

Three Two of the following (9-6)  
- AHCD 318 - Medical Terminology (3)  
- EPS 307 - Development of the Adolescent (3)  
- FCNS 405 - Child Health and Nutrition (3)  
- FCNS 439 - Infant Development in the Family: Typical and Atypical (3)  
- SOCI 482 - Sociology of Death and Dying (3)  

Total Hours for Emphasis 3, Child Development: 63-66-66-68

Special Requirements
Students must earn a grade of C or better in FCNS 230 or EPS 304 or PSYC 324 in order to enroll in FCNS 330, FCNS 331, and FCNS 332. Students are required to attend mandatory meetings every fall and spring semester prior to enrollment in FCNS 490. At the time of enrolling in FCNS 490, the following prerequisites must be completed: declaration as a major in emphasis 3; 4 hours of transitioning experience at the Child Development Lab; an overall GPA of at least 2.20 in all NIU course work; after admission to program and prior to admission to FCNS 490, completion of 50 hours of approved community service in a child development agency; completion of FCNS 230 and FCNS 330 with a grade of C or better; FCNS 331 or FCNS 332 with a grade of C or better, and FCNS 432; meet DCFS licensing requirements for personnel, including: physical and mental competencies that do not interfere with child care responsibilities, verification of a nonreactive two step tuberculin skin test and physical exam within the last 6 months, fingerprint-based criminal background check, and 3 letters of reference; certification in first aid and cardiac pulmonary resuscitation (CPR); and consent of the school. Professional liability insurance is provided through a course fee. Students must complete FCNS 490 with a grade of C or better.

Students electing the study area of parent/infant specialist must have completed FCNS 331 with a grade of C or better prior to taking FCNS 490. Students electing the study area of parent/infant or child life specialist must have taken FCNS 439 or be concurrently enrolled in it when taking FCNS 490. Students not meeting the requirements for entry into the practicum or internship may, with the consent of the school, change to the emphasis in family and individual development in order to complete graduation requirements.

Students must earn a grade of C or better in FCNS 230 or EPS 304 or PSYC 324 in order to enroll in FCNS 330, FCNS 331, and FCNS 332. Students are required to attend mandatory meetings every fall and spring semester prior to enrollment in FCNS 490.

At the time of enrolling in FCNS 490, the following prerequisites must be completed:
- declaration as a major in emphasis 3;
- an overall GPA of at least 2.20 in all NIU course work;
- completion of 50 hours of approved community service in a child development agency (completed after admission to program and prior to admission to FCNS 490);
- completion of FCNS 230 and FCNS 330 with a grade of C or better, FCNS 331 and FCNS 332 with a grade of C or better, and FCNS 432 and FCNS 498;
- meet DCFS licensing requirements for personnel, including:
  - physical and mental competencies that do not interfere with child care responsibilities,
committe on the undergraduatem curriculum (cuc)
second meeting/2011-12 academic year
October 13, 2011

SECTION A – Recorded for inclusion in the Undergraduate Catalog p. 15 of 28

verification of a nonreactive two step tuberculin skin test and physical exam within the last 6 months,
fingerprint-based criminal background check,
3 letters of reference,
and certification in first aid and cardiac pulmonary resuscitation (CPR);
and consent of the school.

Professional liability insurance is provided through a course fee.

Students must complete FCNS 490 with a grade of C or better. Students electing the study area of parent/infant or child life specialist must have taken FCNS 439 or be concurrently enrolled in it when taking FCNS 490. Students not meeting the requirements for entry into the practicum or internship may, with the consent of the school, change to the emphasis in family and individual development in order to complete graduation requirements.

other catalog change pages 15-18, 2011-12 undergraduate catalog

Comprehensive Major in Family and Child Studies (B.S.)

Emphasis 1. Family and Individual Development

Requirements outside School
One of the following (3)
ENGL 250 – Practical Writing (3)
IHHS UHHS 350 – Critical Thinking for Health and Human Services Professionals (3)

Emphasis 2. Family Social Services

Requirements outside School
One of the following (3)
ENGL 250 – Practical Writing (3)
IHHS UHHS 350 – Critical Thinking for Health and Human Services Professionals (3)

Emphasis 3. Child Development

Requirements outside School
One of the following (3)
ENGL 250 – Practical Writing (3)
IHHS UHHS 350 – Critical Thinking for Health and Human Services Professionals (3)

Other Catalog Change Page 160, 2011-12 Undergraduate Catalog

Teacher Certification Family and Consumer Sciences
Students with a major in the School of Family, Consumer, and Nutrition Sciences who want to be certified to teach family and consumer sciences in middle/junior high and high school must:

plan their programs … … course duplication. See “Teacher Certification Requirements.”

obtain consent … … in early field experiences.

obtain school approval … … basic skills test in the Illinois Certification Testing System (ICTS); and a cumulative GPA of at least 2.75 in all NIU course work and 3.00 in FCNS course work with a minimum grade of C or better in each course used to fulfill the requirements of the Family and Consumer Sciences Teacher Certification program. Admission to a degree program does not guarantee admission to the certification program. Applications are due May 1 for the following academic year.

obtain the Illinois State Sanitation Certificate prior to or as a corequisite with FCNS 200A.

obtain school approval … … content test in the Illinois Certification Testing System. Applications are due February 15 for placement the following fall semester.

maintain a minimum 2.75 GPA in all NIU course work with a 3.00 GPA in FCNS 344 and FCNS 345 for retention with a minimum grade of C or better in each course used to fulfill the requirements of the Family and Consumer Sciences Teacher Certification program.
SECTION A – Recorded for inclusion in the Undergraduate Catalog

[Note: Documentation of ENVS, BIOS, and GEOL approval of this addition to the crosslisting has been received by the Catalog Editor.]

Course Revision Page 175, 2011-12 Undergraduate Catalog

305. FOUNDATIONS OF NURSING (3). Foundational concepts … … interdisciplinary team. PRQ: BIOS 213 and BIOS 357 and FCNS 201; and FCNS 280 or PSYC 225. CRQ: IHHS UHHS 350 or NURS 349X; and NURS 302.

312. NURSING RESEARCH AND EVIDENCE-BASED PRACTICE (3). Principles, methodology, … … interprofessional team. PRQ: STAT 208 or STAT 301; and NURS 303 and NURS 304 and NURS 305 and NURS 307 and NURS 308; and IHHS UHHS 350 or NURS 349X; or R.N. status.

349X. CRITICAL THINKING FOR HEALTH AND HUMAN SERVICES PROFESSIONALS (3). Crosslisted as IHHS UHHS 350. Development of critical thinking skills as applied to health and human services professionals. CRQ: NURS 305 or R.N. status.

Course Revisions Page 178-179, 2011-12 Undergraduate Catalog

Public Health and Health Education (PHHE)

220 208. INTRODUCTION TO HEALTH EDUCATION (3). … …

300. HEALTH EDUCATION IN THE MIDDLE AND HIGH SCHOOL (3). Emphasis on learning … … health education. PRQ: Cumulative GPA of 2.75 or better and completion of PHHE 206 and PHHE 220 208 with a grade of C or better and successful completion of ICTS Basic Skills Test.

302. COLLOQUIUM IN SCHOOL HEALTH EDUCATION (3). Review and critical … … clinical experiences. PRQ: PHHE 220 208, PHHE 300, or consent of school.

400. METHODS AND MATERIALS IN SCHOOL HEALTH EDUCATION (3). Health education … … health education. PRQ: Grade of C or better in each of the following courses: PHHE 220 208, PHHE 300, and three content courses chosen from FCNS 201 or FCNS 405, PHHE 402, PHHE 404, PHHE 406, PHHE 508, PHHE 410, PHHE 412, or PHHE 472, or consent of school. CRQ: PHHE 482.

402. COMMUNITY HEALTH PROGRAMS AND ISSUES (3). Provides conceptual … … of factors. PRQ: PHHE 220 208 or consent of school.

484. MIDDLE SCHOOL STUDENT TEACHING IN HEALTH EDUCATION (6). Student teaching … … Certification Requirements.” S/U grading. PRQ: Pass ICTS Subject Area Test of Content Knowledge in Health Education, complete all major requirements, grade of C or better in each of the following courses: PHHE 220 208, PHHE 300, PHHE 400, PHHE 402, PHHE 404, PHHE 406, and PHHE 482, minimum cumulative overall GPA of 2.75, or consent of school.
SECTION A – Recorded for inclusion in the Undergraduate Catalog

486. SECONDARY SCHOOL STUDENT TEACHING IN HEALTH EDUCATION (6). Student teaching …. … Certification Requirements.” S/U grading. PRQ: Pass ICTS Subject Area Test of Content Knowledge in Health Education, complete all major requirements, grade of C or better in each of the following courses: PHHE 220, PHHE 300, PHHE 400, PHHE 402, PHHE 404, PHHE 406, and PHHE 482, minimum cumulative overall GPA of 2.75, or consent of school.

Other Catalog Change

Page 171, 2011-12 Undergraduate Catalog

R.N.-B.S. in Nursing Completion Program

Registered nurses who graduated over five years ago from a nursing program will automatically be granted the appropriate number of escrow credits provided they have practiced as a registered nurse…the R.N.-B.S. completion student is required to complete the following courses with a grade of C or better: NURS 302 or NURS 347; NURS 304, NURS 307, NURS 308, NURS 312; NURS 349X or UHHS 350; NURS 408,…

Major in Nursing (B.S.)

NURS 349X - Critical Thinking for Health and Human Services Professionals (3), OR UHHS 350 Critical Thinking for Health and Human Services Professionals (3)

Other Catalog Change

Pages 173-174, 2011-12 Undergraduate Catalog

Major in Health Education (B.S.Ed.)

All students seeking admission to the health education teacher certification program are required to have a minimum cumulative GPA of 2.75, a grade of C or better in PHHE 220, and pass the ICTS Basic Skills Test. These requirements must be met prior to admission to PHHE 300. Admission to PHHE 300 constitutes admission to the health education teacher certification program.

Requirements in School (40-42)

PHHE 206 - Contemporary Health Concepts (3)
PHHE 220 - Introduction to Health Education (3)
PHHE 300 - Health Education in the Middle and High School (3)

Minor in Health Education (29-31)

This minor prepares … … this program as a minor. Students planning to minor in health education must have a minimum cumulative GPA of 2.75, a grade of C or better in PHHE 220, and passed the ICTS Basic Skills Test prior to enrolling in 300-level professional health education courses.

KNPE 262 - First Aid and CPR (2)
*PHHE 206 - Contemporary Health Concepts (3)
PHHE 220 - Introduction to Health Education (3)
PHHE 300 - Health Education in the Middle and High School (3)

COLLEGE OF LIBERAL ARTS AND SCIENCES

All University Change

Inter-College Interdisciplinary Certificates and Programs

Certificate of Undergraduate Study

Applied Ethics

PHIL 362 353 – Philosophy of Law (3)

All College Section

ILAS 301. Second Clinical Experience (1-2)**. Discipline-based early clinical experiences for prospective middle/junior and senior high school teachers. Focuses on the issues of adolescent development and learning relevant to successful teaching of the subject discipline practical application of theories of adolescent learning, developmental stages of reading, stages of English language acquisition, and differentiated instruction. Includes a minimum of 40 50 clock hours of supervised and formally evaluated participation in the discipline as it is taught on both the middle/junior and senior high school levels, and formal sessions on topics such as assessment and evaluation, multiculturalism, practical applications of adolescent development and learning to teaching strategies, and other current educational issues middle school and high school instructional settings, and seminars on topics such as lesson planning, assessment and evaluation, diversity, middle school theory and curriculum, reading in the content area, teaching English language learners, and other current educational issues. S/U grading. PRQ: Consent of discipline department.

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
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.

Minor in Classical Studies
↓
Three of the following
↓
PHIL 421—Plato (3)
PHIL 422—Aristotle (3)
↓
Minor in Cognitive Studies
↓
At least five of the following, … (15-16)
↓
PHIL 344 363 – Philosophy of Mind (3)
↓
PHIL 411—Epistemology (3)
↓
Minor in Women’s Studies
Three of the following
↓
365 355. Feminism and Philosophy (3)
COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
Second Meeting/2011-12 Academic Year
October 13, 2011

SECTION A – Recorded for inclusion in the Undergraduate Catalog

Five of the following … (15)

PHIL 422 – Aristotle (3)

Other Catalog Change Page 192, 2011-12 Undergraduate Catalog

Pre-law

PHIL 362 353 – Philosophy of Law (3)

Department of Foreign Languages and Literatures

Other Catalog Change Page 238, 2011-12 Undergraduate Catalog

Minor in Chinese Studies

Electives

PHIL 382 – Chinese Philosophy (3)

Department of Geology and Environmental Geosciences

Course Revisions Page 257 and 258 of the 2010-2011 Undergraduate Catalog

425. ENGINEERING GEOLOGY (3). Utilization and characterization … … problem solving. PRQ:
GEOL 325, GEOL 335, MATH 230, MATH 211 or MATH 229, and PHYS 210 or PHYS 253, or consent
department.

478. GEOLOGICAL FIELD WORK (3). Field camp. Offered during summer session only. PRQ:
GEOL 330, and GEOL 335, and GEOL 405. CRQ: GEOL 479.

491. GEOPHYSICAL WELL LOGGING (3). Qualitative and quantitative … … groundwater
exploration. PRQ: GEOL 496 GEOL 325, PHYS 210 or PHYS 253, or consent of department.

493. GROUNDWATER GEOPHYSICS (3). Survey of geophysical … … interpretation methods. PRQ:
GEOL 490, MATH 230, and PHYS 273 MATH 211 or MATH 229, PHYS 210 or PHYS 253, or consent
department.

Department of Philosophy

Course Deletions Pages 276-278, 2010-2011 Undergraduate Catalog

102. INTRODUCTION TO PHILOSOPHY: PROBLEMS OF MORALITY, ART, AND RELIGION (3)
381. INDIAN PHILOSOPHY (3)
SECTION A – Recorded for inclusion in the Undergraduate Catalog

382. CHINESE PHILOSOPHY (3)
411. EPISTEMOLOGY (3)
412. METAPHYSICS (3)
421. PLATO (3)
422. ARISTOTLE (3)
424. 17TH AND 18TH CENTURY EMPIRICISM (3)
425. 17TH AND 18TH CENTURY RATIONALISM (3)
426. KANT (3)
431. CONTEMPORARY ETHICAL THEORY (3)
452. TOPICS IN PHILOSOPHY OF SCIENCE (3)
462. PHILOSOPHY OF CULTURE (3)
471. CLASSICAL THEORIES IN THE PHILOSOPHY OF RELIGION (3)

New Courses

CIP Code 38.01

301. JUNIOR WRITING SEMINAR (3). Study of one major philosophical problem in a seminar setting. Includes intensive instruction in writing in the discipline, which aims to develop skill in presenting and critically evaluating arguments. PRQ: Philosophy major and consent of department.

406. ADVANCED LOGIC (3). Topics selected from major results of metalogic, including basic proof theory and model theory, soundness, completeness, the Löwenheim-Skolem theorem, computability, Gödel’s incompleteness theorem, and Church’s theorem. PRQ: PHIL 405 or consent of department.

421. MAJOR PHILOSOPHERS (3). Intensive study of a single figure in the history of philosophy such as Plato, Aristotle, Hume, or Kant. May be repeated to a maximum of 6 semester hours provided no repetition of subject matter occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

450. TOPICS IN SOCIAL AND POLITICAL PHILOSOPHY (3). Intensive study of a major theory, issue, or movement in social and political philosophy. May be repeated to a maximum of 6 semester hours provided no repetition of subject matter occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

461. METAPHYSICS OF SCIENCE (3). Examination of ontological issues within the sciences. Topics may include properties and other ontological categories, reduction and emergence, laws of nature, essentialism, and realism. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

464. PHILOSOPHY OF PHYSICS (3). Survey of philosophical problems specific to physics. Topics may include the nature of space and time in relativity theories; probability and irreversibility in thermodynamics and statistical mechanics; locality, causality, and objectivity in quantum theory; ontology, and attitudes toward infinities in quantum field theory. Presupposes neither technical knowledge of physical theories nor
advanced competence in mathematics. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

470. TOPICS IN PHILOSOPHY OF RELIGION (3). Detailed analysis of one or more key issues in contemporary analytic philosophy of religion, or in important recent theories of the nature and function of religion. May be repeated to a maximum of 6 semester hours provided no repetition of subject matter occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

495. SENIOR CAPSTONE (1). Completion of additional advanced work, including a substantial philosophical essay, in a concurrent 400-level course of the student’s choice. PRQ: Philosophy major, senior standing, PHIL 301 with a grade of C or better, and consent of department. CRQ: A 400-level philosophy course other than PHIL 405 and PHIL 406.

GEC Course Revision 2011-12 Undergraduate Catalog

101. INTRODUCTION TO PHILOSOPHY (3). Study of some major philosophical issues, for example, the sources and limits of human knowledge, the meaning of human existence, the nature of morality, the existence of God, the relation of mind and body, and freedom of the will. Emphasis is on understanding philosophical theories and using the techniques of philosophical reasoning. Readings may be taken from traditional as well as contemporary sources. Investigation of enduring and fundamental questions about ourselves, the world, and our place in the world, such as: What am I? Do I have a mind or soul that is somehow separate from my body? How should I live? Do I have free will? Does God exist? What is knowledge? What is truth? What is beauty?

GEC 10/20/11

Course Revisions Page 193, 2010-2011 Undergraduate Catalog

PHILAS 170. WORLD RELIGIONS (3). Survey of the philosophical and theological foundations of the major religions of the world.

311. PROBLEMS OF KNOWLEDGE (3). An investigation into the nature, scope, and limits of human knowledge. Topics to be discussed will include different sources of knowledge, skepticism, and the relationship between truth, belief, and justification. KNOWLEDGE AND JUSTIFICATION (3). Introduction to epistemology, addressing such questions as: What is knowledge? What is justified belief? How are the two related? What is evidence, and how should it inform our beliefs? What are the scope and limits of human knowledge? Can we know anything at all? If so, how should we respond to skeptical arguments intended to show that we cannot?

312. THEORIES AND PROBLEMS OF REALITY (3). A study of various issues concerning the fundamental structure of reality. These may include the nature of time and space, change, causation, modality, matter and mind, action and free will, and the self. Readings may be taken from traditional as well as contemporary sources. INTRODUCTION TO METAPHYSICS (3). Introduction to philosophical
problems about the nature of reality, addressing such questions as: Do human beings possess immaterial minds, or are they purely physical beings? Do human beings have free will? Is everything fated to occur exactly as it does? What is it for one event to cause another? Does anything ever happen by chance? Are wholes anything more than the sum of their parts? What are the fundamental constituents of reality?

321. ANCIENT PHILOSOPHY (3). An examination of selected writings in Ancient … … the Skeptics.

322. MODERN PHILOSOPHY (3). An examination of selected writings of major philosophers from the 16th to the 18th Century, drawing especially on the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

335. ENVIRONMENTAL ETHICS (3). Investigation of moral issues involving the environment. Topics may include the nature and extent of our duties regarding the environment, conservationism vs. preservationism, duties to future generations, biocentric ethics, ecofeminism, ethical individualism vs. ethical holism, the value of ecosystems, the moral status of animals, and animal experimentation.

336. BIOMEDICAL ETHICS (3). Examination of moral problems which arise in the context of health care practice and research. Consideration of both issues of individual conduct and public policy. May include discussion of general problems in ethical theory which have a direct bearing on these specific issues. Examination of ethical issues in health care, addressing such questions as: Is it ever appropriate for doctors to help patients die? Should there be limits on genetic manipulation or cloning? Should society provide health care for its citizens? What guidelines should govern animal and human medical research? Should doctors ever deceive patients to protect them from harm? Under what conditions is consent to medical treatment valid?

337. BUSINESS ETHICS (3). Consideration of moral problems arising in business as well as both issues of individual conduct and public policy. May include discussion of general problems in ethical theory which have a direct bearing on these specific issues. Investigation of moral and ethical issues that arise in the context of business practices, addressing questions such as: To what extent should considerations other than profits determine business decisions? Who should be held responsible when corporations act immorally or break the law? What rights and obligations do employees and employers have with respect to one another? What obligations, if any, do businesses have to their consumers or to the general public?

344. PHILOSOPHY OF MIND (3). Survey of traditional and contemporary philosophical problems concerning the mind and the cognitive sciences. Topics may include the mind-body problem, the problem of other minds, personal identity, intentionality, mental causation, consciousness and self-awareness, reductionism, the possibility of artificial intelligence, and the nature of psychological explanation. Designed for students interested in psychology and cognitive science as well as for students interested in problems in the philosophy of mind. Introduction to philosophical problems about the mind, addressing such questions as: What is the relation between the mind and the brain? Is the mind-brain relation perhaps incomprehensible by the human mind? What can neuroscience and psychology tell us about the nature of mind? Is there a subjective quality to our experience that cannot be explained by objective scientific theories? Designed for students interested in psychology and cognitive science as well as for students interested in philosophy.
352 360. PHILOSOPHY OF SCIENCE (3). Study of the central philosophical problems raised by science, such as those concerning the nature of explanation, concept formation, realism and instrumentalism, and the nature of scientific progress. Designed for students interested in the sciences as well as for students interested in problems in the philosophy of science. Introduction to the philosophy of science, addressing such questions as: What are the methods distinctive of science? Are scientific methods more likely to lead to true theories than, say, crystal-ball-gazing? When scientists choose between rival theories, is the choice wholly rational or partly a matter of subjective taste? Are our best scientific theories approximately true descriptions of reality or merely instruments for making predictions?

364 351. SOCIAL AND POLITICAL PHILOSOPHY (3). Examination of the nature and justification of social practices and political institutions. Topics may include the philosophical bases of democracy and alternative political systems; social justice and political autonomy in an age of globalisation; war and terrorism; and variants of multiculturalism, environmentalism, communitarianism, and fundamentalism. Introduction to some of the central debates in social and political philosophy, addressing such questions as: What, if anything, justifies state authority? Should the state attempt to promote equality among its citizens? Do rights of individuals or minority groups restrict the legitimate activity of the state? Can the welfare state be justified? What standards of justice ought to govern interactions between states?

362 353. PHILOSOPHY OF LAW (3). Study of the philosophical problems created by law. Typical problems include the relevance of custom to law, the logical structure of legal systems, the justification of law, natural law and social justice, and the relationship between international law and lesser bodies of law. Designed to be of interest to students in political and social science. Survey of philosophical problems in the law, addressing such questions as: What is the relationship between law and morality? What makes a particular law valid or authoritative? What sorts of behavior can the state legitimately regulate? What standards should judges use when interpreting or applying the law? What, if anything, justifies punishing those who break the law, and what forms of punishment are most appropriate?

365 355. FEMINISM AND PHILOSOPHY (3). Examination of feminist critiques of traditional philosophical problems, methods, and theories, and critical examination of the philosophical foundations of various feminist theories. Introduction to feminist challenges to traditional philosophy, addressing such questions as: Do women approach philosophical problems differently than men? What, if anything, is the philosophical significance of the centuries-long exclusion of women from philosophical scholarship? Do women bring a unique perspective to philosophical questions? What difference can women make to the practice of philosophy?

370. PHILOSOPHY OF RELIGION (3). Critical examination of the various aspects of religious experience and of related theological concepts and theories. Discussion of such topics as the relationship between myth and religion, the structure of worship, the significance of God’s existence, and the relevance of modern science to religious belief. Philosophical examination of religion, addressing such questions as: Does God exist? Is the world’s order and regularity a reason to think so? Is the amount and variety of evil in the world a reason to think not? What is religion? Can it be reconciled with science? Are faith and
CONTEMPORARY TOPICS IN PHILOSOPHY (3). Philosophical dimensions of selected current topics studied in a variety of settings. Topics vary and may include science fiction and philosophy, philosophical aspects of emerging technologies, bio-ethics, and business ethics and philosophical aspects of sex, love, and gender. May be repeated to a maximum of 6 semester hours provided no repetition of subject matter occurs.

PHILOSOPHY OF LOGIC (3). Consideration of various philosophical issues concerning logic and its applications, for example, the nature of validity, theories of truth, paradoxes of reasoning, and classical versus non-standard logics. PRQ: PHIL 205 or consent of department.

PHILOSOPHY OF MATHEMATICS (3). Study of the nature of mathematics based on a philosophical examination of its fundamental subject-matter, concepts and methods. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

PHILOSOPHY OF LANGUAGE (3). Study of philosophical … … semantic paradoxes. PRQ: PHIL 205 or PHIL 405 and 3 semester hours of philosophy at the 300 level or consent of department.

TOPICS IN METAPHYSICS OR EPISTEMOLOGY (3). Intensive study of a major theory or issue in metaphysics or epistemology. May be repeated to a maximum of 6 semester hours toward any one degree provided no repetition of subject matter occurs. PRQ: 36 semester hours of philosophy at the 300 level or consent of department.

TOPICS IN THE HISTORY OF PHILOSOPHY (3).
A. Major Philosophers
B. 19th and 20th Century History of Philosophy
C. Philosophical Movements
Each topic may be repeated to a maximum of 6 semester hours toward any one degree provided no repetition of subject matter occurs. PRQ: 36 semester hours of philosophy at the 300 level or consent of department.

19TH CENTURY PHILOSOPHY (3). Examination of selected writings by 19th century philosophers, such as Hegel, Schopenhauer, Marx, Kierkegaard, Mill, and Nietzsche. PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322 or consent of department.

20TH CENTURY PHENOMENOLOGY (3). Examination of selected writings by philosophers in the phenomenological tradition, such as Husserl, Heidegger, Sartre, and Merleau-Ponty. PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322 or consent of department.

20TH CENTURY ANALYTIC PHILOSOPHY (3). Examination of selected writings by philosophers in the analytic tradition, such as Moore, Russell, Wittgenstein, Carnap, Ryle, and Quine. PRQ: 6 semester hours of philosophy at the 300 level including PHIL 322 or consent of department.
SECTION A – Recorded for inclusion in the Undergraduate Catalog

430. TOPICS IN ETHICS (3). Intensive study of a major theory, issue, or movement in historical or contemporary ethics. May be repeated to a maximum of 6 semester hours toward any one degree provided no repetition of subject matter occurs. PRQ: 36 semester hours of philosophy at the 300 level or consent of department.

482. AMERICAN PHILOSOPHY (3). A study of some of the major traditions and thinkers in American philosophy. Readings may include selections from Edwards, Jefferson, Emerson, Peirce, James, Royce, Dewey, and more recent figures. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

490. SEMINAR TOPICS IN PHILOSOPHY (3). Intensive study of one major philosophical problem or position in historical or contemporary philosophy. May be repeated to a maximum of 9 semester hours toward any one degree provided no repetition of subject matter occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

Other Catalog Changes

Major in Philosophy (B.A. or B.S.)

At least seven (7) semester hours of 400-level course work in philosophy is required to complete the major. Not more than nine (9) semester hours of 100- and 200-level course work in philosophy will count toward the major. At least nine (9) semester hours of 400-level course work in philosophy are required to complete the major.

Requirements in Department (33/34)

PHIL 205 - Symbolic Logic (3),
OR PHIL 405 - Intermediate Logic (3)

PHIL 301 - Junior Writing Seminar (3), with a grade of C or better
PHIL 321 - Ancient Philosophy (3)
PHIL 322 - Modern Philosophy (3)
PHIL 495 - Senior Capstone (1)

Electives in philosophy (15), no more than nine (9) hours of which may be at the 100 or 200 level.

One course from each of the following three fields (9)

Ethics and value theory
PHIL 331 - Ethics (3)
PHIL 351 - Social and Political Philosophy (3)
PHIL 430 - Topics in Ethics (3)
PHIL 431 - Ethical Theory (3)
PHIL 442 - Theories of Value (3)
Metaphysics or epistemology
PHIL 311 - Problems of Knowledge and Justification (3)
PHIL 312 - Theories and Problems of Reality Introduction to Metaphysics (3)
PHIL 410 - Topics in Metaphysics or Epistemology (3)
PHIL 411 - Epistemology (3)
PHIL 412 - Metaphysics (3)

History of Philosophy
PHIL 420 - Topics in the History of Philosophy (3)
PHIL 421 - Plato (3)
PHIL 422 - Aristotle (3)
PHIL 423 - Medieval Philosophy (3)
PHIL 424 - 17th and 18th Century Empiricism (3)
PHIL 425 - 17th and 18th Century Rationalism (3)
PHIL 426 - Kant (3)
PHIL 427 - 19th Century Philosophy (3)
PHIL 428 - 20th Century Phenomenology (3)
PHIL 429 - 20th Century Analytic Philosophy (3)
PHIL 482 - American Philosophy (3)