Present: G. Aase (BUS/OMIS), A. Bah (LAS/SOCI), L. Chandler (EDU/SEED), L. Elish-Piper (Interim Deputy Provost), J. Gray (HHS/NUHS), B. Jaffe (VPA/ART), M. Lenczewski (LAS/GEOL, chair), S. Takai (EET/TECH)

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

Lenczewski called the meeting to order.

Approval of Agenda

Jaffee made a motion, seconded by Gray, to APPROVE THE AGENDA. Motion passed unanimously.

Announcements

1. Minutes from the November 14 and November 21, 2013, meetings were electronically approved.
2. Section C attachment, items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog.
3. Section D attachments, items reported for inclusion in the Undergraduate Catalog by another standing committee of the Undergraduate Coordinating Council.

Consent Agenda

There were no college curriculum committee minutes on the consent agenda.

College Minutes and Other Curricular Items for Discussion

College of Education #6

Lenczewski pointed out new courses KNPE 116, KNPE 140, KNPE 144, SESE 320. She noted that the Department of Communication was not contacted regarding nonduplication for SESE 320, Disability in Film. Lenczewski said that the course can be approved pending the verification of nonduplication from Communication or tabled. Bah made a motion, seconded by Jaffee, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF EDUCATION #6 (11/12/13) PENDING VERIFICATION OF NONDUPLICATION FOR SESE 320 FROM THE DEPARTMENT OF COMMUNICATION. Motion passed unanimously.

College of Education #7

New courses ETRA 422 and SESE 370 were pointed out. Chandler made a motion, seconded by Gray, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF EDUCATION #7 (12/3/13). Motion passed unanimously.
Lenczewski pointed out 17 new SESE courses and noted that they are very instructional in content. Aase asked about the new emphasis. Chandler said that the new courses are to bring the program up to ISBE requirements to align with IPTS standards. They were told that they needed new courses. It was clarified that there are faculty available for the new courses. Lenczewski said that anything approved at this meeting would be for the 2015-16 catalog at this point. Lenczewski pointed out the corequisites for TLSE 456. They want the students to take these courses at the same time. But since a corequisite can be fulfilled prior to the semester, the department has withdrawn the proposal to add the corequisites. There was a brief discussion regarding the different terminology for special education. Aase made a motion, seconded by Bah, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF EDUCATION #8 (1/21/14) PENDING APASC APPROVAL. Motion passed unanimously.

New course FCNS 485 was noted. This has been approved by APASC. Gray made a motion, seconded by Jaffee, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #10 (11/15/13). Motion passed unanimously.

In these minutes are new courses and a new emphasis for the Environmental Studies B.A./B.S. in Educator Licensure – Environmental Science. Aase asked about the purpose for all of the crosslisted courses. Lenczewski explained that they are all taught at the same. There was discussion regarding why the new program couldn’t just require the existing courses instead of putting through new crosslisted courses. Lenczewski said that it is her understanding that for educator licensure purposes each program needs to have its own courses. Lenczewski said she could check with Jon Miller from the Department of Biological Sciences to see why these courses are set up this way. She also noted that a new Center for Secondary Science and Math Education has been approved and it might be good if these courses could be taught out of that center in the future. Aase made a motion, seconded by Jaffee, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #10 (11/13/13) PENDING APASC AND BOT APPROVAL. A brief discussion followed regarding the language and requirements in the new emphasis. Lenczewski said that for most students, this will be a supplemental endorsement. Motion passed unanimously.

OLD BUSINESS

1. APPM revisions. Lenczewski asked for a couple of volunteers to work on the APPM changes. Smith reported that she has gone through the section on curriculum and has made suggested revisions. Most of the changes are to bring the APPM up-to-date, but there are more substantive changes as well, e.g., defining a minor. Aase and Gray volunteered. Smith will obtain available times for this subcommittee to meet prior to the next CUC meeting.
2. B.S. in Applied Management revisions. Committee members asked if there was any progress on the motion made in Fall 2013 that a faculty-led committee be formed to look at the B.S. in Applied Management (BSAM). Elish-Piper reported that there is nothing new to report.

NEW BUSINESS

There was no new business.

Gray made a motion, seconded by Bah, to ADJOURN. Meeting was adjourned by acclamation at 1:10 p.m.

The next meeting will be March 20, 12:30, Altgeld 203.

Respectfully submitted,

Donna M. Smith
SECTION A – Recorded for inclusion in the 2014-15 Undergraduate Catalog

COLLEGE OF EDUCATION

Department of Special and Early Education

Other Catalog Change 2012-13 Undergraduate Catalog

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

To be admitted to teacher education in special education, students must have a minimum NIU GPA of 3.00 and must have successfully completed the ICTS Test of Basic Skills Academic Proficiency. To remain a major in special education, students must earn a grade of C or better in TLSE 240, ETR 434, TLSE 375, TLSE 420, TLSE 435, TLSE 440, TLSE 445, TLSE 452, TLSE 454, and TLSE 455. In addition, students must earn a grade of S in the clinical courses TLSE 260, TLSE 466, TLSE 467, and TLSE 468. Early clinical experiences in special education must equal a minimum of 100 contact hours. Students who do not meet these requirements must retake the course(s). To continue to enroll, students must maintain a minimum cumulative GPA of 2.50.

Certification Requirements

Emphasis 1. Learning Behavior Specialist I

To be admitted to teacher education in Emphasis 1, Learning Behavior Specialist I, individuals who have earned the Associate of Arts in Teaching (A.A.T.) in Special Education must provide evidence of passing the Illinois Test of Basic Skills and have a minimum transfer GPA of 3.00, including grades of C or better in A.A.T. professional special education courses. The A.A.T. must include courses in Language Development and Introduction to Foundations of Reading. Students transferring to NIU with an A.A.T. in Special Education, who intend to pursue the Learning Behavior Specialist I program, must contact the undergraduate academic adviser no later than one year prior to admission to NIU. Failure to do so may result in a delay of registration for the initial block sequence of courses leading to the LBS I teaching certificate.

To remain a major in special education, students must earn a grade of C or better in TLSE 240, ETR 434, TLSE 375, TLSE 420, TLSE 435, TLSE 440, TLSE 445, TLSE 452, TLSE 454, and TLSE 455. In addition, students must earn a grade of S in the clinical courses TLSE 260, TLSE 466, TLSE 467, and TLSE 468. Early clinical experiences in special education must equal a minimum of 100 contact hours. Students who do not meet these requirements must retake the course(s).

[Note: This went through CUC on 9/13/12, but did not go up to UCC.]

APASC 2/5/14
SECTION A – Recorded for inclusion in the 2014-15 Undergraduate Catalog

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Family, Consumer and Nutrition Sciences

Other Catalog Change  Page 167, Undergraduate Catalog

Interdisciplinary Major in Early Childhood Studies (B.S.)

Students must be admitted to the early childhood studies program before they can enroll in any of the professional course work. To continue to enroll, students must maintain a minimum overall GPA of 2.50.

Students should carefully … … Certification Requirements.”

COLLEGE OF LIBERAL ARTS AND SCIENCES

Environmental Sciences

Course Revision  Undergraduate Catalog

ENVS 305X. Green Technologies (3). … …. PRQ: MATH 155 with a C or better or MATH 211 or MATH 229 or MATH 230; and CHEM 100 or CHEM 110 or CHEM 210 or PHYS 140.
COLLEGE OF EDUCATION

Department of Educational Research and Assessment

New Course

CITC

CIP Code: 13.0601

ETRA 422. TECHNOLOGY AND ASSESSMENT FOR SECONDARY EDUCATION (4). Technology and Assessment is designed to equip educators with skills pertaining to technology integration, assessment and evaluation of effective instruction, with a focus on theory and practice behind successful technology implementation in education. Issues such as designing instruction for the learner, fostering interactive learning, assessment process, and measuring successful implementation will be examined and discussed.

Department of Kinesiology and Physical Education

New Course

KNPE 116. INTRODUCTION TO T’AI CHI (1). Elementary and intermediate t’ai chi postures with an emphasis on breathing technique and moving meditation.

New Course

KNPE 140. PILATES (1). -Elementary and intermediate Pilates exercises with an emphasis on core stability.

New Course

KNPE 144. PRINCIPLES OF CROSS TRAINING (1). -Concepts and application of various modes of exercise to develop overall fitness and improve performance.

Department of Literacy Education

All University Change
Limited Admissions and Limited Retention

Other Catalog Change Page 25, 2013-2014 Undergraduate Catalog

Elementary Education (B.S.Ed.)

Before formally applying for admission to the elementary education program, a student must have attained an overall GPA of at least 3.00 including transfer credit (or consent of department), successfully completed the ICTS Test of Academic Proficiency, and completed the core competency requirements in communication … … they apply.

Requirements outside Department

TLSE 456 – Methods for Collaboration and Inclusion for Elementary Education Teachers Inclusive Teaching and Learning (3)

Department of Special and Early Education

New Course Undergraduate Catalog

CIP Code: 13.1099

SESE 320. DISABILITY IN FILM (3). Examination of how individuals with disabilities are represented in motion pictures and television. Special emphasis is placed on how film depicts individuals with disabilities and one’s personal reflection of attitudes, beliefs, and understandings of disability.

New Course Undergraduate Catalog

CIP Code: 13.1001

SESE 370. EDUCATIONAL INTERVENTIONS FOR STUDENTS WITH DIVERSE ABILITIES (4). Selection of appropriate educational interventions and programs for students with diverse cultural, linguistic, cognitive, and adaptive abilities that affect learning. Overview of current theories, research, and practices in the field of special education. Includes initial field experience in special education, consisting of observation and interaction with individuals with disabilities in community or school based settings. PRQ: SESE 240.
New Course   Undergraduate Catalog

CIP Code: 13.1011

SESE 415. INSTRUCTIONAL METHODS FOR ELEMENTARY STUDENTS WITH MILD DISABILITIES: READING, LANGUAGE ARTS (4). Design, implementation, and adaptation of reading, writing, and spelling curricula for elementary students with mild disabilities. Emphasis on explicit systematic instructional approaches and data-driven decision making related to literacy for students with and at risk for disabilities in the elementary grades. PRQ: SESE 370, LTCY 300. CRQ: ETR 434, SESE 416, and SESE 418.

New Course   Undergraduate Catalog

CIP Code: 13.1011

SESE 416. INSTRUCTIONAL METHODS FOR ELEMENTARY STUDENTS WITH MILD DISABILITIES: MATH AND SCIENCE (3). Design, implementation, and adaptation of math and science curricula for elementary students with mild disabilities. Emphasis on explicit systematic instructional approaches and data-driven decision making related to math and science for students with and at risk for disabilities in the elementary grades. PRQ: SESE 370, SEEC 343. CRQ: ETR 434, SESE 415, and SESE 418.

New Course   Undergraduate Catalog

CIP Code: 13.1005

SESE 417. POSITIVE BEHAVIOR SUPPORT AND CLASSROOM MANAGEMENT FOR SPECIAL EDUCATORS (3). Application of evidence-based practices in positive behavior support and applied behavior analysis to promote appropriate academic and social behavior and to prevent and decrease challenging behavior in school settings. Designed to enable preservice special educators to design classroom environments, conduct functional behavior assessments, and implement group and individual behavior change programs in classroom settings. PRQ: SESE 370 CRQ: SESE 415, SESE 416, SESE 417, SESE 418.

New Course   Undergraduate Catalog

CIP Code: 13.1099

SESE 419. INTRODUCTION TO INSTRUCTIONAL PLANNING, TEACHER PERFORMANCE ASSESSMENT, AND ASSISTIVE TECHNOLOGY (3). Introduction to instructional planning, teacher
performance assessment (EdTPA), and assistive technology (AT). Development and delivery of lesson plans created for diverse learners with an emphasis on evaluation and reflection of instructional practices and student learning. Activities include an overview of AT, basics of video and audio editing, design, implementation, and evaluation of lesson plans using digital technology. S/U grading. PRQ: SESE 240 and SESE 370; or consent of department.

New Course

Undergraduate Catalog

CIP Code: 13.1011

SESE 444. INSTRUCTIONAL METHODS AND STRATEGIES FOR MIDDLE AND SECONDARY STUDENTS WITH MILD DISABILITIES (3). Study and practice of evidence-based curricula, methods, and strategies for teaching middle and secondary students with mild disabilities. Emphasis on teaching study skills and learning strategies which promote independent learning. PRQ: SESE 415, 416, 417, 418, 419, and ETR 434 or consent of Department. CRQ: SESE 446 and SESE 447 and SESE 448 and SESE 449.

New Course

Undergraduate Catalog

CIP Code: 13.1005

SESE 446. METHODS FOR SUPPORTING THE SOCIAL/EMOTIONAL DEVELOPMENT OF STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS (3). Organization of the school and classroom environment to facilitate management of academic and social behavior of K-12 students with emotional and/or behavior disorders Provides foundational theory and knowledge to select specific techniques to promote social competency in students with emotional/behavior disorders. Discusses research related to use of these techniques and interventions. Discusses class wide and individual methods and strategies for teaching appropriate social behavior and social skills. PRQ: SESE 415 and SESE 416 and SESE 417 and SESE 418. CRQ: SESE 444 and SESE 447 and SESE 448 and SESE 449.

New Course

Undergraduate Catalog

CIP Code: 13.1011

SESE 447. CONSULTATION, COLLABORATION, AND COMMUNICATION SKILLS FOR SPECIAL EDUCATORS (3). Strategies for effectively consulting, collaborating, and communicating with general educators, administrators, paraprofessionals, families, teams, and community personnel. Emphasis on effective interpersonal, conflict resolution, and problem solving skills; ways to facilitate meetings; co-teaching; and methods for supporting inclusionary placements for students with disabilities. PRQ: SESE 415, SESE 416, SESE 417, SESE 418, and ETR 434; or consent of Department. CRQ: SESE 444, SESE 446, SESE 448, and SESE 449.
New Course

SESE 448. PLANNING FOR THE TRANSITION FROM SCHOOL TO EMPLOYMENT, CAREER AND POSTSECONDARY EDUCATION FOR STUDENTS WITH DISABILITIES (3). Strategies for effectively planning the transition from school to employment, career, postsecondary education and community for students with disabilities in secondary school settings. Emphasis on student-centered planning, career and transition assessment involving students, families, school and community supports. Includes field-based assignments. PRQ: SESE 415, SESE 416, SESE 417, SESE 418, and ETR 434; or consent of Department. CRQ: SESE 444, SESE 446, SESE 447, and SESE 449.

New Course

SESE 449. EARLY FIELD EXPERIENCE IN SPECIAL EDUCATION: MIDDLE/SECONDARY (2). Pre-student teaching clinical experience. Observation and instruction in diverse special and/or general middle or secondary education settings where students with mild disabilities receive special education services. Activities include observing various instructional models; co-teaching; writing, implementing, and reflecting upon instructional lessons; completing career exploration activities, administering transition assessments, and writing transition plans. S/U grading. PRQ: SESE 418, Criminal background check, TB test, and other district and university requirements. CRQ: SESE 444, SESE 446, SESE 447, SESE 448, and LTIC 420.

New Course

SESE 460. INSTRUCTIONAL METHODS FOR INDIVIDUALS WITH AUTISM AND DEVELOPMENTAL DISABILITIES (3). Instructional strategies and interventions for teaching functional skills to individuals with autism and severe developmental disabilities in school, home, community, and vocational settings using the principles of Applied Behavior Analysis and evidence-based practices. Designing individualized instructional programs; quantitative data collection and analysis; and implementing data-based problem-solving and decision making processes. PRQ: SESE 444 and SESE 446 and SESE 467 and SESE 448 and SESE 449; or CONSENT OF DEPARTMENT. CRQ: SESE 461 and SESE 463.
CIP Code: 13.1007

SESE 461. ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH AUTISM AND MULTIPLE DISABILITIES (3). Evaluating the abilities of individuals with autism and multiple disabilities in relation to environmental demands and settings and determining adaptations, adaptive equipment, and/or assistive devices that can be used to ensure active participation. Teacher candidates demonstrate proficiency in programming augmentative communication devices, using assistive software, mobile devices, and other low and high tech assistive technology devices. PRQ: SESE 444 and SESE 446 and SESE 467 and SESE 448 and SESE 449; or consent of department. CRQ: SESE 460 and SESE 463.

New Course

CIP Code: 13.1019

SESE 462. SELF-DETERMINATION AND TRANSITION PLANNING USING TECHNOLOGY (3). Strategies for using technology to promote self-determination, self-advocacy, and transition planning among youth with disabilities. Emphasis on preference assessment, goal-setting, and action-planning for transition. Field-based activities are required. PRQ: SESE 444 and SESE 446 and SESE 467 and SESE 448 and SESE 449; or consent of department. CRQ: SESE 460 and SESE 461.

New Course

CIP Code: 13.1013

SESE 463. EARLY FIELD EXPERIENCE IN SPECIAL EDUCATION: AUTISM AND DEVELOPMENTAL DISABILITIES (2). Pre-student teaching clinical experience. Observation and instructional practice in diverse special and/or regular education settings where students with autism or low-incidence disabilities receive special education services. Activities include design, implementation, and evaluation of lesson plans and instructional programs. S/U grading. PRQ: SESE 444 and SESE 446 and SESE 467 and SESE 448 and SESE 449 and Criminal background check and TB test. CRQ: SESE 460 and SESE 461.

New Course

CIP Code: 13.1099

SESE 464. SPECIAL EDUCATION CAPSTONE/PRE-STUDENT TEACHING SEMINAR (1). Preparation for student teaching, the Teacher Performance Assessment, and applying for special education positions. S/U grading. CRQ: SESE 460 and SESE 461 and SESE 463; or consent of department.
CIP Code: 13.1017

SESE 491. STUDENT TEACHING IN ELEMENTARY SPECIAL EDUCATION: LBS I (6). Supervised student teaching of students with exceptionalities and disabilities in diverse cultural and educational elementary settings. Students must satisfy the regulations governing student teaching. S/U grading. PRQ: Completion of all professional education and related course work. Consent of department.

New Course

CIP Code: 13.1019


Course Revision

SESE (was TLSE) 240. INTRODUCTION TO SPECIAL EDUCATION (3) Educational Needs of Exceptional Learners, including characteristics and an overview of special education programs in diverse cultural settings. For education certification only. Introduction to special education and working with individuals with disabilities in educational and community settings.

Course Revision

SESE (was TLSE) 456. METHODS FOR COLLABORATION AND INCLUSION FOR ELEMENTARY EDUCATION TEACHERS FOR INCLUSIVE TEACHING AND LEARNING (3). Strategies for collaborating with parents, and family members, and school and community personnel to support students with disabilities. Strategies for collaborating with students with disabilities and with school and community personnel who work with students and their families. Emphasis on recommended practices related to family-educator conferences, team meetings, consultation, team models and processes, conflict resolution, and problem-solving, working with culturally and linguistically diverse families, accommodations and modifications for students, universal design, assistive technology, and evidence-based effective methods for inclusive practices. Includes field-based assignments. Does not count toward degree program in special education. PRQ: TLSE 240 SESE 240.

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Family, Consumer and Nutrition Sciences
New Course

CIP CODE: 51.3101

Family and Child Studies

485. METHODOLOGY IN FAMILY LIFE EDUCATION (3). Provides training in Family Life Educator methodology for aspiring family life educators. Introduction to the history of the profession and practice of family life education, instruction on how to effectively develop, implement, and evaluate family life education programs in a variety of community settings. PRQ: Family, Consumer, and Nutrition Sciences major, a grade of C or better in FCNS 180 and FCNS 284, a grade of C or better in FCNS 280 or PSYC 225, and senior standing.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Biological Sciences

Course Revisions Page 210-212, 2013-14 Undergraduate Catalog

402X. INTERDISCIPLINARY TEACHING OF SCIENCE IN SECONDARY EDUCATION (3). Crosslisted as CHEM 493X, ENVS 483X, GEOL 483, and PHYS 493X. Methods and theory for the … … portfolio. PRQ: Consent of department.

484X. SCIENCE ACROSS TIME AND CULTURE (2). Crosslisted as CHEM 490X, ENVS 475X, GEOL 475, and PHYS 490X. Examination of … … and culture.

Department of Chemistry and Biochemistry

Course Revisions Page 218, 2013-14 Undergraduate Catalog

490X. SCIENCE ACROSS TIME AND CULTURE (2). Crosslisted as BIOS 484X, ENVS 475X, GEOL 475, and PHYS 490X. Examination of … … and culture. PRQ: Junior standing or consent of department.

493X. INTERDISCIPLINARY TEACHING OF SCIENCE IN SECONDARY EDUCATION (3). Crosslisted as BIOS 402X, ENVS 483X, GEOL 483, and PHYS 493X. Methods and theory for the … … portfolio. PRQ: Consent of department.

Environmental Sciences
SECTION A – Recorded for inclusion in the 2015-16 Undergraduate Catalog

New Courses

CIP: 03.01

401. THIRD CLINICAL HIGH SCHOOL EXPERIENCE IN ENVIRONMENTAL SCIENCE (2). Discipline-based early clinical experience for students seeking teacher licensure in environmental science. Observations, evaluation, methods, and problems practicum in subject discipline teaching. Includes a minimum of 40 clock hours of supervised and formally evaluated experiences. PRQ: Consent of department.

475X. SCIENCE ACROSS TIME AND CULTURE (2). Crosslisted as BIOS 484X, CHEM 490X, GEOL 475, and PHYS 490X. Examination of major concepts of science and how they evolved. Comparison and contrast of the role and practice of science in various cultures and examination of the interaction between science, technology, and culture. This course is only available to teacher educator licensure candidates. PRQ: GEOL 120 and GEOL 121, or consent of department.

482. TRANSITION TO THE PROFESSIONAL ENVIRONMENTAL SCIENCE TEACHER (2). A transitioning experience, in which the teacher educator licensure candidate achieves closure on the initial phase of professional preparation and, upon that foundation, charts a path for continuing professional growth as a practicing teacher. Candidate will reflect on the preparatory experience and complete completion of documentation demonstrating ability to perform as a qualified environmental science teacher. Such documentation will include, but not be limited to, the electronic portfolio, a professional development plan, and a resume. CRQ: ENVS 487 or consent of the department.

483X. INTERDISCIPLINARY TEACHING OF SCIENCE IN SECONDARY EDUCATION (3). Crosslisted as BIOS 402X, CHEM 493X, GEOL 483, and PHYS 493X. Methods and theory for the teaching of interdisciplinary science in grades 6-12. Exploration of the nature and purpose of science and its underlying assumptions, the social and cultural challenges in science teaching, and the potential solutions to these challenges through research, discussion, and reflection. Use of state and national science standards to develop student learning objectives and to design inquiry-based lesson plans, microteaching, construction and use of assessment rubrics, and ongoing development of a professional portfolio.

487. STUDENT TEACHING (SECONDARY) IN ENVIRONMENTAL SCIENCE (10). Assignments made by Environmental Studies. Also see “Emphasis 7, Educator Licensure” for other regulations. PRQ: ENVS 495X and consent of department.

495. METHODS IN TEACHING ENVIRONMENTAL SCIENCES (3). Methods and materials and theory for teaching secondary environmental science. Emphasis on goal-setting, and planning logically sequenced learning experiences that are multisensory, interactive and that include opportunity for evaluation of on-going learning. Discussion and microteaching. Does not count as credit for the undergraduate major in environmental sciences. CRQ: ENVS 401.
475. SCIENCE ACROSS TIME AND CULTURE (2). Crosslisted as BIOS 484X, CHEM 490X, ENVS 475X and PHYS 490X. Examination of ... and culture. PRQ: GEOL 120 and GEOL 121, or consent of department.

483. INTERDISCIPLINARY TEACHING OF SCIENCE IN SECONDARY EDUCATION (3). Crosslisted as BIOS 402X, CHEM 493X, ENVS 483X, and PHYS 493X. Methods and theory for the ... portfolio.

Department of Physics

Course Revisions Page 299, 2013-14 Undergraduate Catalog

490X. SCIENCE ACROSS TIME AND CULTURE (2). Crosslisted as BIOS 484X, CHEM 490X, ENVS 475X and GEOL 475. Examination of ... and culture. PRQ: PHYS 250A or PHYS 253, PHYS 251A or PHYS 273, and PHYS 261, or consent of department.

493X. INTERDISCIPLINARY TEACHING OF SCIENCE IN SECONDARY EDUCATION (3). Crosslisted as BIOS 402X, CHEM 493X, ENVS 483X, and GEOL 483. Methods and theory for the ... portfolio.
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

COLLEGE OF EDUCATION

Department of Special and Early Education

APASC New Course Undergraduate Catalog

CIP Code: 13.1017

SESE 418. EARLY FIELD EXPERIENCE IN SPECIAL EDUCATION: ELEMENTARY, MILD DISABILITIES (2). Supervised field experience in special education. Emphasis on instruction of students with mild disabilities in the elementary or middle grades, urban schools, culturally responsive instruction, and response to intervention programs. S/U grading. PRQ: SESE 370; Admission to teacher education program, passing score on TAP or equivalent, GPA of 2.5 or better, criminal background check, TB test, and other district and university requirements. CRQ: SESE 415, 416, 417, 419, and ETR 434.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Environmental Studies

APASC Other Catalog Change Page 246, 2013-14 Undergraduate Catalog

Environmental Studies (ENVS)

↓ Emphasis 7. Educator Licensure - Environmental Science (95)

Students must complete a program of study approved by the Director of the Environmental Science licensure program designed to provide a broad background in the discipline and meet the requirements for an undergraduate major in Environmental Sciences at NIU. Students pursuing secondary science teacher licensure in environmental science must have a grade of C or better in all course work specifically required for licensure. This includes all environmental science, biology, chemistry, physics, and math courses, pedagogy, and written communication, oral communication, and psychology general education classes.

Admission and Retention Requirements

Candidates must submit an application in writing to the Director of the Environmental Science licensure program.
Undergraduates must have a GPA of 2.50 in all work at NIU. Candidates must also have a minimum combined GPA of 2.70 in NIU courses numbered 200 and above in physical and biological sciences and mathematics.

All potential certification candidates must have a satisfactory review of progress with the departmental licensure adviser each semester after admission to the certification program. The candidate must also:

- take and pass the ICTS Test of Academic Proficiency prior to applying to the certification program,
- take and pass the ICTS Environmental Science Content Test prior to applying to student teaching,
- take and pass the ICTS Assessment of Professional Teaching test before completion of the program.

**Environmental Science Educator Licensure**

All retention requirements listed above:

**Fifteen (15) Five upper-division semester hours in environmental science (15), including:**
- ENVS 301 – Environmental Science I: Physical Systems (3)
- ENVS 302 – Environmental Science II: Biological Systems (3)
- ENVS 303 – Environment in the Social Sciences and Humanities (3)
- ENVS 304 – Environmental Law, Policy and Economics (3)
- ENVS 305X/TECH 305 – Green Technologies (3)

**Twelve (12) hours of electives in designated courses teaching environmental science concepts (12):**
- ANTH 425 – Environment and Anthropology (3)
- ANTH 432 – Nature and the Environment Across Cultures (3)
- BIOS 406 – Conservation Biology (4)
- BIOS 409X/ENVS 409/GEOL 409X/PHHE 409X – Water Quality (4)
- ECON 386 – Environmental Economics (3)
- ENVS 315/GEOG 315X – Geography of Energy (3)
- GEOG 253 – Environment and Society (3)
- GEOG 303 – Water Resources and the Environment (3)
- GEOG 322 – Geography of World Plant Communities (3)
- GEOG 368 – Climate Change: Science, Impacts and Mitigation (3)
- GEOG 453 – Environmental Management (3)
- GEOG 455 – Land-Use Planning (3)
- GEOL 390 – Introduction to Groundwater (3)
- HIST 377 – American Environmental History (3)
MEE 101 – Energy and the Environment (3)
PHIL 335 – Environmental Ethics (3)
POLS 324 – Politics of Environmental, Health, and Safety Regulation (3)
TECH 245 – Pollution Prevention and Sustainable Production (3)
TECH 484 – Energy Management (3)

Additional coursework outside of the department (31)

Eight (8) semester hours in biology (8):
- BIOS 208 – Fundamentals of Cellular Biology I (3)
- AND BIOS 210 – Fundamentals of Cellular Biology Laboratory (1)
- BIOS 209 – Fundamentals of Organisal Biology (3)
- AND BIOS 211 – Fundamentals of Organisal Biology Laboratory (1)

Eight (8) semester hours in chemistry (8):
- CHEM 210 – General Chemistry I (3)
- AND CHEM 212 – General Chemistry I Laboratory (1)
- CHEM 211 – General Chemistry II (3)
- AND CHEM 213 – General Chemistry II Laboratory (1)

Eight (8) semester hours in physics including lab (8):
- PHYS 210 – General Physics I (4)
- PHYS 211 – General Physics II (4)

Seven (7) semester hours in math and statistics (7):
- MATH 211 – Calculus for Business and Social Science (3)
- STAT 301 – Elementary Statistics (4)

Professional education courses, including (37):
- BIOS 402X/CHEM 493X/ENVS 483X/GEOL 483/PHYS 493X – Interdisciplinary Teaching of Science in Secondary Education (3)
- BIOS 484X/CHEM 490X/ENVS 475X/GEOL 475/PHYS 490X – Science Across Time and Culture (2)
- ILAS 201 – Introductory Clinical Experience (1)
- ILAS 301 – Second Clinical Experience (2)
- ENVS 401 – Third Clinical High School Experience in Environmental Science (2)
- ENVS 482 – Transition to the Professional Environmental Science Teacher (2)
- ENVS 487 – Student Teaching (Secondary) in Environmental Science (10)
- ENVS 495 – Methods in Teaching Environmental Science (3)
- EPS 406/EPS 507 – Issues in Human Development and Learning in the Middle School and High School Years (3)
- ETT 402 – Teaching and Learning with Technology (3)
- LTIC 420 – Methods and Materials for Teaching English Language Learners in the Content Areas (3)
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

SESE 457/SESE 557 – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)
COLLEGE OF EDUCATION
Department of Literacy Education
All University Sections
Undergraduate Academic Programs

Pres Baker Other Catalog Change Page 14, 2013-2014 Undergraduate Catalog

Baccalaureate Degrees Offered

Bachelor of Science in Education (B.S.Ed.)

College of Education
Kinesiology and Physical Education
Literacy and Elementary Education

Pres. Baker 12/5/13, CUC Section B 10/10/13, UCC 11/7/13

Admission

Pres Baker Other Catalog Change Page 16, 2013-2014 Undergraduate Catalog

Undergraduate Admission

Applicants must meet … … Limited Retention Requirements.”

Department of Literacy and Elementary Education (elementary education)

Pres. Baker 12/5/13, CUC Section B 10/10/13, UCC 11/7/13

Limited Admissions and Limited Retention Requirements

Pres Baker Other Catalog Change Page 25, 2013-2014 Undergraduate Catalog

Elementary Education Major
(Department of Literacy and Elementary Education)
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog

The Department of Literacy and Elementary 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 non transfer 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 Literacy and Elementary 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 Literacy and Elementary Education at the same time they apply for admission to the university.

Teacher Certification Requirements

Entitlement Program

Standard Elementary Certificate (K-9)

Academic Department/School

Literacy and Elementary Education

Academic Regulations

Certificate of Undergraduate Study

Middle School Literacy (Department of Literacy and Elementary Education)

Financial Aid and Scholarships
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog p. 3 of 13

Baker

Scholarships and Academic Awards
  ↓
  College of Education
  ↓
  Department of Literacy and Elementary Education

Pres. Baker 12/5/13, CUC Section B 10/10/13, UCC 11/7/13

Pres Baker

Other Catalog Change Page 356, 2013-2014 Undergraduate Catalog

Graduate School
  ↓
  College of Education
  ↓
  Department of Literacy and Elementary Education

Pres. Baker 12/5/13, CUC Section B 10/10/13, UCC 11/7/13

All College Section

College of Education

Pres Baker

Other Catalog Change Page 96, 2013-2014 Undergraduate Catalog

Department Names and Undergraduate Programs Offered
  ↓
  Department of Literacy and Elementary Education
  B.S.Ed. in elementary education

Pres. Baker 12/5/13, CUC Section B 10/10/13, UCC 11/7/13

Department section

Pres Baker

Other Catalog Change Page 115, 2013-2014 Undergraduate Catalog

Department of Literacy and Elementary Education (LTIC, LTLA, LTRE, TLEE)
  ↓
The Department of Literacy and Elementary Education offers course work … … multicultural education.

Pres. Baker 12/5/13, CUC Section B 10/10/13, UCC 11/7/13
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog

Pres. Baker

Literacy and Elementary Education Faculty

Pres. Baker 12/5/13, CUC Section B 10/10/13, UCC 11/7/13

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Family, Consumer and Nutrition Sciences

APASC New Course

Nutrition, Dietetics, and Hospitality Administration

299. EXPERIENCES IN HOSPITALITY MANAGEMENT I (3-30). Approved introductory experiences and related training programs supervised by a professional specialist. When credit is earned in conjunction with FCNS 399, Experiences in Hospitality Management II, total credit hours in both courses may not exceed 30 semester hours. PRQ: Consent of school.

APASC 2/5/14, CUC Section B 11/14/13, UCC 12/12/13

APASC New Course

Textiles, Apparel, and Merchandising

289. EXPERIENCES IN TEXTILES, APPAREL, AND MERCHANDISING I (3-30). Approved introductory learning experiences and related training programs supervised by a professional specialist. When credit is earned in conjunction with FCNS 389 Experiences in Textiles, Apparel, and Merchandising II, total credit hours in both courses may not exceed 30 semester hours. PRQ: Consent of school.

APASC 2/5/14, CUC Section B 11/14/13, UCC 12/12/13

APASC New Course

CIP CODE: 19.0901

Family and Child Studies
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog

398. COOPERATIVE EDUCATION FOR FAMILY AND INDIVIDUAL DEVELOPMENT (3).
Advanced cooperative work experience for students in the family and individual development emphasis in family, consumer, and nutrition sciences. Participation and work site must be approved by the school and the cooperative education program coordinator. S/U grading may be used. May be repeated to a maximum of 6 semester hours. Open only to declared Family and Child Studies majors in the Family and Individual Development emphasis with senior standing. PRQ: A grade of C or better in FCNS 280 or PSYC 225; and a grade of C or better in FCNS 284; and declared family and individual development major, senior standing; and at least two of the following: FCNS 437, FCNS 438, FCNS 482, FCNS 483, FCNS 488; and consent of school.

APASC 11/20/13 with revision, CUC 2/13/14 Section B 11/14/13, UCC 12/12/13

Nutrition, Dietetics, and Hospitality Administration

320. QUANTITY FOOD PRODUCTION (4). Application of principles … … dining facility. PRQ: FCNS 200A with a grade of C or better and FCNS 200B with a-grade of C or better, or FCNS 304 with a grade of C or better, and current State of Illinois Sanitation Certificate, certifications in first aid and cardiac pulmonary resuscitation (CPR), 2-step tuberculin (TB) test, and verification of 100 hours work experience in food production.

APASC 11/20/13, CUC 11/14/13 Section B, UCC 12/12/13

Major in Textiles, Apparel, and Merchandising (B.S.)

Special Requirements

B. S. in Textiles, Apparel and Merchandising Degree Completion Program
This program is designed to facilitate completion of the B. S. in Textiles, Apparel and Merchandising for individuals holding an AAS in Fashion Merchandising or related degree. To receive the B. S. degree, a student must satisfy all university graduation requirements and major requirements. Students in this program are exempt from the 30 semester hour university residence requirement.

Those interested in the B. S. degree completion program in Textiles, Apparel and Merchandising should contact a program adviser for a pre-admission advising meeting, where coursework to be completed at the AAS degree institution as well as at NIU will be confirmed. Contingent upon the curriculum of the
Received by the Undergraduate Coordinating Council March 6, 2014

COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
Fifth Meeting/2013-14 Academic Year
February 13, 2014

SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog p. 6 of 13

individual AAS degree institution, students may receive proficiency credit for the following Textiles, Apparel and Merchandising major coursework: FCNS 152, FCNS 258, FCNS 262, FCNS 272.

Additional proficiency credit may be awarded as determined at the pre-admission advising session, to be posted upon completion of degree requirements. Students must complete 30 semester hours at NIU, excluding proficiency credit. In this completion program, students are exempt from the 30 semester hour residency requirement.

APASC 2/5/14, CUC Section B 11/14/13, UCC 12/12/13

School of Nursing and Health Studies

All University Section

Limited Admissions and Limited Retention Requirements

Nursing Major
(School of Nursing and Health Studies)

To be admitted to and remain in the nursing … … School of Nursing and Health Studies section of this catalog.

To be admitted to and remain in the nursing program, students must meet academic requirements and possess the skills listed as “Essential Performance Components” in the School of Nursing and Health Studies section of this catalog.

All students who are admitted to the nursing program are admitted provisionally until they have provided proof of meeting the clinical requirements outlined in the Undergraduate Nursing Student Handbook. Full admission to the nursing program is required to enroll in nursing courses. All nursing majors are required to submit proof of having met clinical requirements when requested and must maintain clinical requirements for continued enrollment in the nursing major. The Undergraduate Nursing Student Handbook contains additional policies related to admission and progression through the nursing program.

APASC 11/20/13 (with revisions), CUC 11/14/13 Section B, UCC 12/12/13

Nursing Major
(School of Nursing and Health Studies)
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog

If a previously admitted NIU nursing student is readmitted to the nursing program, any NIU nursing courses completed five years prior to readmission must be repeated. Nursing courses completed more than five years prior to admission will need to be retaken to meet the major requirements.

APASC OK with revisions 11/20/13, CUC Section B 10/10/13, UCC 11/7/13

COLLEGE OF LIBERAL ARTS AND SCIENCES

All University Sections

Undergraduate Academic Programs

BOT/ IBHE Other Catalog Change Pages 13-14, 2013-14 Undergraduate Catalog

College of Liberal Arts and Sciences
School of Public and Global Affairs
  Non-Governmental Organization Leadership and Development (CLCE: B.A./B.S.)
  Political Science (B.A./B.S.)
  Public Administration
  Anthropology (B.A./B.S.)
  ↓
  Physics
  Political Science
  Psychology (B.A./B.S.)
  ↓

BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12

Admission

APASC Other Catalog Change Page 21, 2013-14 Undergraduate Catalog

Visiting Students
A student who has not previously enrolled in NIU as an undergraduate degree seeking student may apply for temporary admission and take courses as a visiting student for one academic semester or summer session. Visiting students are limited to 15 credit hours; those who wish to enroll in additional hours must reapply through the Office of Admissions, per term of enrollment and must reapply for each term. Students participating in an undergraduate certificate or licensure program can apply for an extension of that limit to a maximum of 24 hours. Students enrolled in International Studies programs are not subject to the one
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog
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term limitation.
↓

APASC 2/5/14 with revisions, CUC Section B 11/14/13, UCC 12/12/13

University Graduation Requirements

GEC Other Catalog Change Page 36, 2013-14 Undergraduate Catalog

General Education Requirements
↓
Interdisciplinary Studies (3-6)
↓
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.
↓
General Education Course Titles
↓
Interdisciplinary Studies (3-6)
↓
LGBT 350. LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES (3)

GEC 11/21/13, UCC 2/6/14, CUC Section B 10/10/13, UCC 11/7/13

BOT/IBHE Other Catalog Change Page 187, 2013-14 Undergraduate Catalog

The departments of the College of Liberal Arts and Sciences offer … … Bachelor of General Studies (B.G.S.).

Department/School Names and Undergraduate Programs Offered

School of Public and Global Affairs (NGOLD, POLS, PSPA)
B.A. and B.S. in community leadership and civic engagement (NGOLD)
B.A. and B.S. in political science (POLS)
↓
Center for Non-Governmental Organization Leadership and Development
B.A. and B.S. in Community Leadership and Civic Engagement
(See School of Public and Global Affairs)
↓
Department of Political Science
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog p. 9 of 13

B.A. and B.S. in political science
(See School of Public and Global Affairs)

Department of Public Administration
(See School of Public and Global Affairs)

BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12

[Note: This minor is not being deleted; it is being moved to the School of Public and Global Affairs.]

Minor in Public Administration (24-25) (PSPA)

BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12

Insert new school after College of Liberal Arts and Sciences section. The minor in Public Administration is not new, it is just moving to the school from the Department (was Division) of Public Administration.

School of Public and Global Affairs

The School of Public and Global Affairs spans academic boundaries within the university to foster interdisciplinary programs and collaborative relationships among students, staff, and faculty throughout Northern Illinois University. Membership in the school includes the Department of Political Science (POLS), Department of Public Administration (PSPA), the Non-Governmental Leadership and Development Center (NGOLD) (see also those individual sections in the catalog), and individual memberships, especially faculty engaged with specific interdisciplinary degree programs.

The school is focused on the interdisciplinary nature of governance problems and issues with an emphasis on public, private, and nonprofit collaborative relationships that seek to improve communities and individuals in the United States and around the world. The school fosters and supports collaboration by member units and individuals to address public affairs challenges with interdisciplinary curricula, scholarship, training, and professional and public services with a local, national, and global perspective. The school supports the degrees, minors, and certificates offered by member units.

Minor in Public Administration (24-25)
Coordination: Liberal Arts and Sciences Advising and Counseling Office and the Division of Public Administration, Departments of Political Science and Public Administration
The interdisciplinary minor in public administration is designed to allow liberal arts students, primarily in the humanities and the social sciences, to develop a knowledge and an appreciation of basic issues and concepts in public administration. The student is introduced to a basic understanding of contemporary problems encountered in the administration of public agencies. The minor is not intended to provide vocational or professional competency.

**Requirements (24-25)**

COMS 361 - Business and Professional Communication (3)  
OR ENGL 300 - Advanced Essay Composition (3)

*POLS 100 - American Government and Politics (3)

POLS 331 - Public Administration (3)  
OR PSPA 331X - Public Administration (3)

*SOCI 170 - Introduction to Sociology (3)

SOCI 375 - Sociology of Organizations (3)

One of the following (3-4) (Students who satisfy this requirement in the process of meeting other major or minor requirements should select an additional course from the list below this one.)

CSCI 250 - Computer Programming in COBOL (4)

*STAT 208 - Basic Statistics (3)

STAT 301 - Elementary Statistics (4)

STAT 350 - Introduction to Probability and Statistics (3)

Two of the following chosen in consultation with an advisor (6)

ECON 320 - Government and Business (3)

PHIL 337 - Business Ethics (3)

POLS 330 - Bureaucracy and the Public Policy Process (3)  
OR PSPA 330X - Bureaucracy and the Public Policy Process (3)

PSYC 472 - Group Processes (3)

Six or more semester hours in the minor must be taken at NIU.

*Available for general education credit.
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog

Public Administration.

BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12

Department of Political Science

BOT/ Other Catalog Change
IBHE Undergraduate Catalog

Certificate of Undergraduate Study

Public Sector Leadership (12-14)
↓
PSPA 413 — Community Engagement in Public Safety Agencies (1)

[Note: This certificate is not being deleted; it is being moved to the Department of Public Administration.]

BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12

BOT/ Other Catalog Change
IBHE Undergraduate Catalog

Public Administration Courses (PSPA)

PSPA 201 – Public Service Leadership
↓
PSPA 413 – Community Engagement in Public Safety Agencies

[Note: These courses are not be deleted; they are being moved to the Department of Public Administration.]

BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12

Political Science Faculty

Matthew J. Streb, Ph.D., Indiana University, associate professor, chair
Larry E. Arnhart, Ph.D., University of Chicago, Presidential Research Professor
Michael Buehler, Ph.D., London School of Economics and Political Science, assistant professor
Yu-Che Chen, Ph.D., Indiana University, associate professor
Michael Clark, Ph.D., University of California, Santa Barbara, assistant professor
Gerald T. Gabris, Ph.D., University of Missouri, Distinguished Teaching Professor
Gary D. Glenn, Ph.D., University of Chicago, Distinguished Teaching Professor, adjunct professor
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog  

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emeritus
Kikue Hamayotsu, Ph.D., Australian National University, assistant professor
Rebecca J. Hannagan, Ph.D., University of Nebraska, associate professor
Christopher M. Jones, Ph.D., Syracuse University, professor
Shanthi Karuppusamy, Ph.D., Wayne State University, assistant professor
Heidi O. Koenig, Ph.D., Syracuse University, associate professor
Craig S. Maher, Ph.D., University of Wisconsin, Milwaukee, associate professor
Frederick D. Mayhew, Ph.D., North Carolina State University, assistant professor
Kimberly L. Nelson, Ph.D., North Carolina State University, assistant professor
Michael T. Peddle, Ph.D., Northwestern University, associate professor, assistant chair
John G. Peters, Ph.D., University of Illinois, professor
J. Mitchell Pickerill, Ph.D., University of Wisconsin, associate professor
Andrea Radasanu, Ph.D., University of Toronto, assistant professor
Alicia M. Schattman, Ph.D., Rutgers University, assistant professor
Scot Schraufnagel, Ph.D., Florida State University, associate professor
S. Adam Seagrace, Ph.D., University of Notre Dame, assistant professor
H. Brendon Swedlow, Ph.D., University of California, Berkeley, associate professor
Kurt M. Thurmaier, Ph.D., Syracuse University, professor
Kheang Un, Ph.D., Northern Illinois University, assistant professor
Daniel H. Unger, Ph.D., University of California, Berkeley, associate professor
Artemus E. Ward, Ph.D., Syracuse University, associate professor
Curtis H. Wood, Ph.D., University of Kansas, associate professor
Michael T. Wyckoff, Ph.D., University of Maryland, adjunct associate professor emeritus

Department of Public Administration (PSPA)

The mission of the Department of Public Administration is to advance excellence in public management by preparing men and women for public service careers. The department focuses principally on the dynamics of leading and managing organizations that address political, social, economic, environmental, and administrative problems in the public and non-profit sectors. The department has no undergraduate major. Rather, it provides service courses to a wide variety of majors and minors, including majors in POLS, BSAM and CLCE; and minors in black studies, urban studies, and public administration to support undergraduate students who aspire to a public service career.
SECTION C – Items previously in Section B, now reported for inclusion in the 2014-15 Undergraduate Catalog

**IBHE**

**Certificate of Undergraduate Study**

Public Sector Leadership (12-14)

PSPA 413 – Community Engagement in Public Safety Agencies (1)

[Note: This certificate is not new, it is being moved to the Department of Public Administration from the Department of Political Science.]

**BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12**

**BOT/ Other Catalog Change**

**IBHE**

**Public Administration Courses (PSPA)**

PSPA 201 - Public Service Leadership

PSPA 413 - Community Engagement in Public Safety Agencies

[Note: These courses are not new, they are being moved to the Department of Public Administration from the Department of Political Science.]

**BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12**

**BOT/ Other Catalog Change**

**IBHE**

**Public Administration Faculty**

Yu-Che Chen, Ph.D., Indiana University, associate professor

Gerald T. Gabrius, Ph.D., University of Missouri, Distinguished Teaching Professor

Heidi O. Koenig, Ph.D., Syracuse University, associate professor

Frederick D. Mayhew, Ph.D., North Carolina State University, assistant professor

Kimberly L. Nelson, Ph.D., North Carolina State University, assistant professor

Michael T. Peddle, Ph.D., Northwestern University, associate professor, assistant chair

Alicia M. Schatteman, Ph.D., Rutgers University, assistant professor

Kurt M. Thurmaier, Ph.D., Syracuse University, professor

Curtis H. Wood, Ph.D., University of Kansas, associate professor

**BOT 12/6/12, IBHE 12/10/13, CUC Section B 4/12/12, UCC 5/3/12**

Also note: The Center for NGOLD and the Departments of Political Science and Public Administration will all be moved in their entirety (departmental information, programs, and courses) to the School of Public and Global Affairs.
SECTION D – Items reported for inclusion in the 2014-15 Undergraduate Catalog by another standing committee of the Undergraduate Coordinating Council

APASC October 30, 2013, UCC December 12, 2013

Academic Regulations

Other Catalog Change Page 50, 2013-14 Undergraduate Catalog

Transfer Credit

↓

General Provisions

↓

NIU does not accept … … department concerned.

NIU accepts no D grades in transfer. Courses in which a grade of D is earned will not be included in the transfer credit evaluation.

NIU will accept completed transfer work with a grade of D. Be advised that a grade of C or better is necessary to meet the requirements for many core competency courses, prerequisite courses, majors, minors and certificates.

[Note: This item was sent to the University Council on February 26, 2014, and that body had no issues with this change.]