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APASC 10/1/14, UCC 12/4/14

Admission

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Admission Criteria

Applicants who have graduated or will graduate from a secondary school prior to enrollment at NIU must meet the following criteria.

Applicants who rank in the upper half of their graduating class or who have a GPA of at least 2.75 on a 4.00 scale must have a composite ACT score of at least 19 or critical reading and mathematics SAT score of at least 870 910.

OR

Applicants who do not rank in the upper half of their class but who rank in the upper two thirds of their graduating class or who have a GPA of at least 2.50 on a 4.00 scale must have a minimum composite ACT score of 23 or SAT critical reading and mathematics score of 1030 1070.

Applicants who are not high school graduates must have attained high school equivalency through General Educational Development (GED) tests. In addition, applicants must have a minimum composite ACT score of 23 or minimum critical reading and mathematics SAT score of 1030 1070.

Summer Session 2015 and Fall Semester 2015

Priority consideration is given to individuals whose applications are complete by February 1, 2015, who rank in the top 10 percent of their high school class and have an ACT composite score of at least 19 or critical reading and mathematics SAT score of at least 870 910 and to individuals who rank in the upper third of their high school class and have an ACT composite score of at least 21 or critical reading and mathematics SAT score of at least 950 990 or an equivalent ACT/SAT rank combination. Such individuals will be admitted and notified of their admissions decision on a rolling admissions basis.

Academic Regulations

Withdrawal from the University
Withdrawal from the University for Violation of Student Conduct

A student who has received a sanction of either University Suspension or University Expulsion will be immediately withdrawn from all enrolled courses. The student retains the right to appeal the University Suspension or University Expulsion; however the withdrawal from course work will be processed at the time the sanction is imposed and is final regardless of the appeal outcome. The student should consult with the major college advising office regarding any future enrollment.

A university withdrawal processed up to the end of the 8th week of the semester for 16-week courses will be made without academic jeopardy and is initiated by the Office of Registration and Records.

A university withdrawal processed after the 8th week of the semester for 16-week courses will be made with academic jeopardy enforced and is initiated by the major college office: W will be recorded for the course if the instructor indicates the student is passing at the time of withdraw; if the instructor indicates the student is not passing at that time a grade of F will be recorded and included in both the term and cumulative GPA.

Refer to the chart and detailed procedures in the Schedule Changes section above for additional information regarding deadlines for withdrawals. Other deadlines may apply for 14-week, summer, and dynamic (non-standard) courses. Refer to MyNIU for course specific deadlines.

University Graduation Requirements

General Education Requirements

The required 29–41 semester hours in the general education program are divided between the core competencies (0–12 semester hours) and distributive studies (a minimum of 29 semester hours). The four broad learning goals of the general education program are:

a. Students develop habits of writing, speaking, and reasoning necessary for continued learning.
   i. Students communicate clearly in written English, demonstrating their ability to comprehend, analyze, and interrogate critically.
   ii. Students communicate in a manner that unites theory, criticism, and practice in speaking and writing.
   iii. Students perform basic computations, display facility with use of formal and quantitative reasoning analysis and problem solving, and interpret mathematical models and statistical information.
   iv. Students are able to access and use various information resources.

b. Students develop an ability to use modes of inquiry across a variety of disciplines in the humanities and the arts, the physical sciences and mathematics, and the social sciences.
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i. Students demonstrate knowledge of the historical and prehistorical development of societies and cultures, and of the relations of such development to the present.

ii. Students demonstrate an ability to articulate the significance of the arts and an ability to apply analytical and interpretive skills to the critical examination of the social/cultural values and aesthetic qualities found in the arts and popular culture(s).

iii. Students demonstrate knowledge of the cultural traditions and philosophical ideas that have shaped societies, civilizations, and human self-conceptions.

iv. Students demonstrate an ability to use scientific methods and theories to understand the phenomena studied in the natural and social sciences.

c. Students develop an understanding of the interrelatedness of various disciplines by integrating knowledge from several disciplines and applying that knowledge to an understanding of important problems and issues.

d. Students develop social responsibility and preparation for citizenship through global awareness, environmental sensitivity, and an appreciation of cultural diversity.

Core Competency Requirements and Course Descriptions

The requirement of 0-12 semester hours of core competencies ensures that students demonstrate or acquire those basic skills which form the foundation for baccalaureate studies. The core competencies cover reading, writing, listening, speaking, and mathematical skills. Because these skills will be applied, reinforced, and evaluated in courses at every level across the undergraduate curriculum, core competency courses should be completed during the first year of a student’s program.

Core Competency Requirements

All students must satisfy core competency requirements in English, oral communication, and mathematics for 0-12 semester hours of general education credit.

The requirements in the core competencies may be met by successfully completing the designated course, by transfer credit, by passing a competency examination, or, for some core competencies, through credit by examination. (See “Credit by Examination.”) Although passing a competency examination fulfills the requirement for the core competency, it does not result in the awarding of NIU course credit (i.e., it reduces the required number of general education hours but does not reduce the number of hours required for a degree.) Students with strong academic credentials are encouraged to attempt the competency examinations. Information on competency examinations is available from the Office of Testing Services.

The specific ways to satisfy the core competency requirements are listed below.

- The English core competency requirement can be satisfied by obtaining a grade of C or better in ENGL 103 and ENGL 104, or
- obtaining a grade of C or better in ENGL 105, or
- obtaining equivalent transfer credit, or
- passing the English Core Competency II Examination, or
- obtaining credit for ENGL 103 and ENGL 104 through credit by examination (Advanced Placement).
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NOTE: For students who have earned a D in either ENGL 103 or 104, or both, equivalent courses in which the student earned a grade of C or better at institutions participating in the Illinois Articulation Initiative will be accepted to satisfy the English core competency requirement, but do not earn transfer credit. Equivalent courses in which the student earned a grade of C or better at other institutions may be accepted to satisfy the English core competency requirement, but do not earn transfer credit.

The oral communication core competency requirement can be satisfied by
- passing COMS 100, or
- obtaining equivalent transfer credit, or
- passing the Oral Communication Core Competency Examination

The mathematics core competency requirement can be satisfied by
- passing MATH 101, or
- obtaining a grade of C or better in MATH 155, MATH 201, MATH 206, MATH 210, MATH 211, or MATH 229, or
- obtaining credit for one of the mathematics courses listed above, except MATH 101, through credit by examination (Advanced Placement), or
- obtaining a grade of C or better in STAT 208, STAT 301, STAT 350, ISYE 335, or UBUS 223; and obtaining
  - a grade of C or better in MATH 110, or
  - an ACT mathematics score of at least 24, or
  - an SAT mathematics score of at least 560, or
  - an A- or B-level placement on the mathematics placement examination
- (If STAT 208 is used in the manner described above to fulfill the mathematics core competency requirement, then it cannot also be used in the sciences and mathematics area of distributive studies), or
- obtaining equivalent transfer credit, or
- passing the Mathematics Core Competency Examination.

Enrollment in courses offered at NIU which fulfill NIU’s core competency requirement in mathematics requires an entry skill level, determined through placement testing and/or explicit prerequisites, at least equal to that expected from the successful completion of an intermediate algebra course. Such a course is not offered by NIU. However, an intermediate algebra course offered by Kishwaukee College can be taken on the NIU campus.

Core Competency Course Descriptions

COMS 100. Fundamentals of Oral Communication (3). Listening and speaking competency studies.

ENGL 103. Rhetoric and Composition I (3). Writing and speaking competency requirement.

ENGL 104. Rhetoric and Composition II (3). Writing and speaking competency requirement. PRQ: ENGL 103 with a grade of C or better.
ENGL105. Rhetoric and Composition (3). Concentrated rhetorical \ldots\ English/ Writing-test.

ISYE 335. Statistics for Engineering (3). Applications of \ldots of experiments. PRQ: MATH 230.

MATH 101. Core Competency in Mathematics (3). Mastery of \ldots geometry.

MATH 155. Trigonometry and Elementary Functions (3). Polynomials and \ldots performance on the
Mathematics Placement Examination.

MATH 201. Foundations of Elementary School Mathematics (3). Introduction to \ldots year of high school
geometry.

MATH 206. Introductory Discrete Mathematics (3). Introduction to sets \ldots Placement Examination.

MATH 210. Finite Mathematics (3). Introduction to mathematical \ldots PRQ: One year of high school algebra,
one year of high school geometry, and satisfactory performance on the Mathematics Placement Examination or
MATH 110 with a grade of C or better.

MATH 211. Calculus for Business and Social Science (3). An elementary \ldots majors or minors. PRQ:
MATH 110 with a grade of C or better or satisfactory performance on the Mathematics Placement Examination.

MATH 229. Calculus I (4). A first course in calculus. Students \ldots area requirement.

STAT 208. Basic Statistics (3). Designed to \ldots majors or minors.

STAT 301. Elementary Statistics (4). Introduction to \ldots PRQ: MATH 206 or MATH 210 or MATH 211 or
MATH 229.


UBUS 223. Introduction to Business Statistics (3). Collection and \ldots PRQ: MATH 210 or MATH 211 or
MATH 229 or consent of college

**Distributive Studies Area Requirements and Course Descriptions**

The required minimum of 29 semester hours in the distributive studies areas (humanities and the arts, sciences
and mathematics, social sciences, and interdisciplinary studies) will help students attain a sound liberal
education and acquire sufficient general knowledge and intellectual versatility to enable them to become
informed and resourceful members of society. Therefore, students will be introduced to widely varied modes of
thinking and points of view in courses which develop the intellectual processes, perspectives, and
methodologies implicit in each discipline. The course work in distributive studies will expand the student’s
awareness of human thought and relations conducive to the understanding and appreciation of cultural heritage.
It will also give an appreciation of the scientific method of inquiry, engage the student in an analysis of
scientific facts and principles pertaining to the physical, biological, social, and cultural world, and impart an understanding of their implications for human welfare.

Distributive Studies Area Requirements
All students must satisfactorily complete the following requirements in the distributive studies areas.

**Humanities and the arts (9-12)**
Students must earn from 9 to 12 semester hours in the humanities and the arts area with at least one course taken in the College of Liberal Arts and Sciences and at least one course taken in the College of Visual and Performing Arts, with no more than 6 semester hours taken in any one department.

**Sciences and mathematics (7-11)**
Students must earn from 7 to 11 semester hours in the sciences and mathematics area in courses taken in at least two but no more than three departments.

**Social sciences (6-9)**
Students must earn from 6 to 9 semester hours in the social sciences area with no more than 6 semester hours taken in any one department.

**Interdisciplinary studies (3-6)**
Students must earn 3 to 6 semester hours in the interdisciplinary studies area.

The required minimum of 29 semester hours in distributive studies courses cannot include more than three courses in any one department.

Students are not permitted to count a course in their major department for fulfillment of distributive studies area requirements unless they are completing a second major. (This provision does not include a second emphasis within the same major department.) However, majors in the Department of Foreign Languages and Literatures may take FLCL 271, FLFR 371 (except French majors), FLIT 272, and FLRU 261 (except Russian majors) for general education credit.

Individual departments may impose additional restrictions on the courses that their majors may apply to general education requirements. These are described in the departmental sections of this catalog.

The requirements in the distributive studies area may be met by successfully completing the designated courses, by transfer credit, or, for some distributive studies courses, through credit by examination. (See “Credit by Examination.”) Credit for all 100- and 200-level general education courses in the distributive studies area may be earned through credit by examination. For more information, contact the department offering the course.

**Distributive Studies Area Course Descriptions**

**Humanities and the Arts (9-12)**

**Courses from the College of Education**

EPFE 410. PHILOSOPHY OF EDUCATION (3). Differentiates …… In a sociocultural context.

Courses from the College of Liberal Arts and Sciences
ANTH 102. Rise of Civilization (3). Forces leading to the …… perspectives.


COMS 230. Rhetoric and the Media (3). Role of media …… with credit in COMS 151.

COMS 240. Rhetoric of Interpersonal Communication (3). How interpersonal …… responsibility and action.

COMS 356. Critical Interpretation of Film/Television (3). Influences …… of film. Selected masterpieces viewed and analyzed.

COMS 410. Communication and Gender (3). Relationships …… and media.

ENGL 110. Experience of Fiction (3). Close reading for the …… values. Not available for credit to students with credit in ENGL-202.

ENGL 115. Masterpieces of British Literature (3). Fiction, …… with credit in ENGL 210.

ENGL 116. Masterpieces of American Literature (3). Fiction, poetry, …… credit to students with credit in ENGL-280.

ENGL 310. Literary Classics (3). Selected works, from ancient …… genre, and context.

ENGL 315. Shakespeare (3). Representative plays. Intended to …… Not available for credit in the major.

FLCL 271. Classical Mythology (3). An interdisciplinary…… contemporary relevance.

FLIT 272. The Italian Renaissance (3). Birth of humanism …… of Italian required.

FLRU 261. Russian Culture and Literature (3). Comprehensive …… Taught in English.

HIST 110. Western Civilization to 1500 (3). Examination and …… Medieval Europe.

HIST 111. Western Civilization : 1500-1815 (3). Examination …… French Revolution.
HIST 112. Western Civilization Since 1815 (3). Examination ... we know it today.

HIST 140. Asia to 1500 (3). Political and cultural history of India, ... importance of major Asian religions.

HIST 141. Asia Since 1500 (3). Major developments in Asia since ... economic relations.

HIST 170. WORLD HISTORY II: PROBLEMS IN THE HUMAN PAST (3). Thematic, ... varies by instructor.

HIST 171. WORLD HISTORY ii: PROBLEMS IN THE HUMAN PAST (3). Thematic, ... Emphasis varies by instructor.

HIST 260. American History to 1865 (3). Central developments ... Civil War.

HIST 261. American History Since 1865 (3). Central ... the Civil War.

HIST 377. American Environmental History (3). History ... environment.

PHIL 101. Introduction to Philosophy (3). Study of some ... contemporary sources.

PHIL 105. LOGIC AND Critical Reasoning (3). Introduction ... PHIL 105.

PHIL 231. Contemporary Moral Issues (3). Consideration ... terrorism, and war.

POLS 251. INTRODUCTION TO POLITICAL PHILOSOPHY (3). Discussion of ... and Dewey.

Courses from the College of Visual and Performing Arts
ARTH 282. INTRODUCTION TO WORLD ARTS (3). A global ... modern era.

ARTH 292. ART AND DESIGN SINCE 1900 (3). Modern and contemporary art and design.


ARTH 310. STUDIES IN ANCIENT AND MIDDLE-EASTERN ART (3). Rotating topics ... same semester.

ARTH 320. STUDIES IN MEDIEVAL ART (3). Rotating topics include ... same semester.

ARTH 330. STUDIES IN EARLY MODERN EUROPEAN ART (3). Rotating topics ... same semester.

ARTH 340. STUDIES IN MODERN AND AMERICAN ART (3). Rotating topics ... semester.
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ARTH 350. STUDIES IN CONTEMPORARY ART (3). Rotating _______ same semester.

ARTH 370. STUDIES IN ASIAN ART (3). Rotating topics include _______ allowed in the same semester.

ARTH 380. STUDIES IN AFRICAN, OCEANIAN, NATIVE AMERICAN, PRE-COLUMBIAN ART, AND LATIN-AMERICAN ART (3). Rotating topics _______ same semester.

MUHL 220. Introduction to Music (3). To broaden the nonmusic _______ open to music majors.

THEA 203. Introduction to Theatre (3). Role of theatre as a _______ to theatre arts majors or minors.

TH-D 222. Dance and the Fine Arts (3). Aesthetic considerations _______ theatre arts majors or minors.

Sciences and Mathematics (7-11)

ANTH 240. General Physical Anthropology (3). Outline _______ physical anthropology.

BIOS 103. General Biology (3). Basic chemistry, chemistry _______ be used as the equivalent of BIOS 104.

BIOS 105. GENERAL BIOLOGY LABORATORY (1). _______ BIOS 104. PRQ: BIOS 103 and CHEM 110.

BIOS 106. Environmental Biology (3). Biological basis of _______ majors in biological sciences.

BIOS 107. EVOLUTION FOR EVERYONE (3). Beginning with core _______ the biological sciences.


CHEM 100. Chemistry in Everyday Life (3). The principles _______ lecture/week.

CHEM 110. Chemistry (3). Development of the fundamental _______ students with previous credit in CHEM 210.

CHEM 111. Chemistry Laboratory (1). Designed to accompany _______ CRQ: CHEM 110.

CHEM 210. General Chemistry I (3). Fundamental laws and _______ students with credit in CHEM 210. CRQ: CHEM 212.

CHEM 211. General Chemistry II (3). Continuation of CHEM 210 _______ PRQ: CHEM 210 and CHEM 212. CRQ: CHEM 213.


CHEM 213. General Chemistry Laboratory II (1). Designed _______ for credit to students with credit in CHEM 211. CRQ: CHEM 211.
CSCI 205. Introduction to Computing (3). Introduction to …… of department.

ELE 100. Elements of Electronics (3). Basic principles used …… and other common electronic equipment.

FCNS 201. Human Nutrition (3). Role of nutrition in human …… or BIOS 109, or equivalent.

GEOG 101. Survey of Physical Geography (3). Elements of …… students with credit in GEOG 101A.

GEOG 102. Survey of Physical Geography Laboratory (1). Selected laboratory …… hours of laboratory. CRQ: GEOG 101A.

GEOG 105. Introduction to the Atmosphere (3). Introduction to …… with credit in GEOG 105A.

GEOG 106. Introduction to the Atmosphere Laboratory (1). Selected laboratory experiments to accompany GEOG 105. Two hours of laboratory. CRQ: GEOG 105.

GEOL 103. Planetary and Space Science (3). Exploration of …… for extraterrestrial life.

GEOL 104. Introduction to Ocean Science (3). Use of …… the context of a basic understanding of ocean processes.

GEOL 105. Environmental Geology (3). Exploration of both …… geologic perspective.

GEOL 120. Introductory Geology (3). Exploration of the …… recommended.


PHIL 205. Symbolic Logic (3). Introduction to formal logic, …… both PHIL 205 and PHIL 302.

PHYS 150. Physics (3). Development of concepts and principles …… with credit in PHYS 150A.

PHYS 150A. Physics (4). Development of concepts and principles …… laboratory per week.

PHYS 162. Elementary Astronomy (3). Introduction to …… evolution and cosmology.

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PHYS 181. ACOUSTICS LABORATORY (1). A laboratory course. CRQ: PHYS 180 or consent of the department.

PHYS 210. General Physics I (4). First semester of a two-semester course. PRQ: MATH 155 or equivalent.

PHYS 211. General Physics II (4). Second semester of a two-semester course. PRQ: PHYS 210 or PHYS 250 or PHYS 250A or PHYS 253.


STAT 208. Basic Statistics (3). Designed to provide students with statistical sciences majors or minors.

Social Sciences (6-9)
ANTH 120. Anthropology and Human Diversity (3). Survey of underlying human diversity.

ANTH 210. Exploring Archaeology (3). Survey of the basic world prehistory.

ANTH 220. Introduction to Cultural Anthropology (3). The concept of selected cultures.

ANTH 230. Introduction to Linguistic Anthropology (3). Nature and selected cultures.

ECON 160. Contemporary Economic Issues (3). Economic economics.


EPFE 355. SOCIOLOGY OF SCHOOLING (3). Introduction to the inequality.


GEOG 202. World Regional Geography (3). Geographical contemporary problems.

GEOG 204. Geography of Economic Activities (3). A global and nations.

GEOG 253. Environment and Society (3). Introduction to use, climate change, and environmental health.
HIST 381. Colonial Latin America (3). Spanish and Portuguese … for Latin American independence.

HIST 382. Modern Latin America (3). The Latin American states … American government.


POLS 150. Democracy in America (3). American democracy … Democracy in America are standard texts.

POLS 210. INTRODUCTION TO THE COURTS (3). Introduction to … politics, public policy and society.

POLS 220. Introduction to Public Policy (3). Crosslisted as PASA 220X. Factors important … regulation.
Politics of evaluation and its uses.

POLS 260. INTRODUCTION TO COMPARATIVE POLITICS (3). Comparative analysis … those of the United States.

POLS 285. INTRODUCTION TO INTERNATIONAL RELATIONS (3). Theories, models…… problems and issues.

PSPA 220X. INTRODUCTION TO PUBLIC POLICY (3). Crosslisted as POLS 220. Factors important … and its uses.

PSYC 102. Introduction to PSYCHOLOGY (3). Basic psychophysiological … motivation, and emotions.


SOCI 170. Introduction to Sociology (3). Basic survey of … methods used by sociologists.

SOCI 250. Contemporary Social Institutions (3). Examination of … other societies.


SOCI 270. Social Problems (3). Why social problems occur … urban change and decline.

**Interdisciplinary Studies (3-6)**


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ARTh 360. STUDIES IN DESIGN (3). Rotating topics include 20th ______ semester.


BKST 200. Racism in American Culture and Society (3). Examination of ____ ______ of racism and possible solutions.

BKST 211. Educating for Cultural Sensitivity (3). Analytical look ____ ______ ethnic groups.


CLCE 100. INTRODUCTION TO PUBLIC SERVICE (3). Introduction ______ philanthropy, locally and globally.

EPFE 201. Education as an Agent for Change (3). Study of ______ an agent for change.

EPFE 400. FOUNDATIONS OF EDUCATION (3). Sociological, ______ addressed in relation to teaching.

FCNS 207. The Consumer (3). Role of family ______ the consumer.


FCNS 406. Global Food and Nutrition Issues (3). Interdisciplinary study ______ BIOS 109 and ANTH 120 or SOCI 170 or equivalent.

HIST 323. History of Science to Newton (3). Science in ______ the new biology. PRQ: At least sophomore standing.

IDSP 225. Introduction to Medieval Society and ______ different strata of society.

ILAS 100. Introduction to Latin American Civilization (3). Introduction to ______ United States.

ILAS 261. Language, Mind, and Thought (3). Functioning of ______ models of cognition.

KNPE 100. Scientific Basis of Human Activity (3). Aspects ______ understanding of these areas.

KNPE 111. Sport: Culture and Society (3). Examination of ______ influence sport.

LGBT 350. LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES (3). Survey of ______ and class.

PHHE 201. Social and Individual Patterns of Drug Use (3). Historic and social systems.


PHHE 295. INTRODUCTION TO PUBLIC Health (3). Presentation of public health promotion.

PSYC 245. Thinking (3). The phenomenon of thinking with skills. PRQ: PSYC 102.

SEAS 225. Southeast Asia: Crossroads of the World (3). Interdisciplinary and animistic societies of the region.

TECH 245. POLLUTION PREVENTION AND SUSTAINABLE PRODUCTION (3). Study of cannot use TECH 245 for general education credit.

TECH 294. Technology and Cultural Relevance (3). Development and TECH 294 as a TECH Elective or for general education credit.


WOMS 235. Women Across Cultures and Centuries (3). The dominant expression in literature.

General Education Course Titles Core Competencies

COMS 100 – Fundamentals of Oral Communication (3)
ENGL 103 – Rhetoric and Composition I (3)
ENGL 104 – Rhetoric and Composition II (3)
ENGL 105 – Rhetoric and Composition (3)
MATH 101 – Core Competency in Mathematics (3)
MATH 155 – Trigonometry and Elementary Functions (3)
MATH 201 – Foundations of Elementary School Mathematics (3)
MATH 206 – Introductory Discrete Mathematics (3)
MATH 210 – Finite Mathematics (3)
MATH 211 – Calculus for Business and Social Science (3)
#MATH 229 – Calculus I (4) MATH 229

Distributive Studies

The requirement minimum of 29 semester hours in distributive studies courses cannot include more than three courses in any one department.

Humanities and the arts (9-12)

Students must earn from 9 to 12 semester hours in the humanities and the arts area with at least one course taken in the College of Liberal Arts and Sciences and at least one course taken in the College of Visual and
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Performing Arts, with no more than 6 semester hours taken in any one department. Students may not take all Humanities and Arts courses (9-12 semester hours) from the same college.

Courses from the College of Education
EPFE 321 – History of American Education (3)
EPFE 410 – Philosophy of Education (3)

Courses from the College of Liberal Arts and Sciences
ANTH 102 – Rise of Civilization (3)
COMS 220 – Rhetoric and Public Issues (3)
COMS 230 – Rhetoric and the Media (3)
COMS 240 – Rhetoric of Interpersonal Communication (3)
COMS 356 – Critical Interpretation of Film/Television (3)
COMS 410 – Communication and Gender (3)
ENGL 110 – Experience of Fiction (3)
ENGL 115 – Masterpieces of British Literature (3)
ENGL 116 – Masterpieces of American Literature (3)
ENGL 310 – Literary Classics (3)
ENGL 315 – Shakespeare (3)
FLCL 271 – Classical Mythology (3)
FLFR 371 – Masterpieces of French Literature in Translation (3)
FLIT 272 – The Italian Renaissance (3)
FLRU 261 – Russian Culture and Literature (3)
HIST 110 – Western Civilization to 1500 (3)
HIST 111 – Western Civilization: 1500-1815 (3)
HIST 112 – Western Civilization Since 1815 (3)
HIST 140 – Asia to 1500 (3)
HIST 141 – Asia Since 1500 (3)
HIST 170 – World History I: Problems in the Human Past (3)
HIST 171 – The World Since 1500 (3)
HIST 260 – American History to 1865 (3)
HIST 261 – American History Since 1865 (3)
HIST 377 – American Environmental History (3)
PHIL 101 – Introduction to Philosophy (3)
PHIL 105 – Logic and Critical Reasoning (3)
PHIL 231 – Contemporary Moral Issues (3)
POLS 251 – Introduction to Political Philosophy (3)

Courses from the College of Visual and Performing Arts
ARTH 282 – Introduction to World Arts (3)
ARTH 292 – Art and Design Since 1900 (3)
ARTH 294 – Art History Survey IV: Arts of the East (3)
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ARTH 310 – Studies in Ancient Art and Middle Eastern Art (3)
ARTH 320 – Studies in Medieval Art (3)
ARTH 330 – Studies in Early Modern Art (3)
ARTH 340 – Studies in Modern and American Art (3)
ARTH 350 – Studies in Contemporary Art (3)
ARTH 370 – Studies in Asian Art (3)
ARTH 380 – Studies in African, Oceanian, Native American, and Pre-Columbian Art (3)
MUHL 220 – Introduction to Music (3)
TH D 222 – Dance and the Fine Arts (3)
THEA 203 – Introduction to Theatre (3)

Sciences and Mathematics (7-11)
Students must earn from 7 to 11 semester hours in the sciences and mathematics area in courses taken in at least two but no more than three departments. General education credit for STAT 208 is credited in the Department of Mathematical Sciences.

ANTH 240 – General Physical Anthropology (3)
BIOS 103 – General Biology (3)
BIOS 105 – General Biology Laboratory (1)
BIOS 106 – Environmental Biology (3)
BIOS 107 – Evolution for Everyone (3)
BIOS 109 – Human Biology (3)
CHEM 100 – Chemistry in Everyday Life (3)
CHEM 110 – Chemistry (3)
CHEM 111 – Chemistry Laboratory (1)
CHEM 210 – General Chemistry I (3)
CHEM 211 – General Chemistry II (3)
CHEM 212 – General Chemistry Laboratory I (1)
CHEM 213 – General Chemistry Laboratory II (1)
CSCI 205 – Introduction to Computing (3)
ELE 100 – Elements of Electronics (3)
FCNS 201 – Human Nutrition (3)
GEOG 101 – Survey of Physical Geography (3)
GEOG 102 – Survey of Physical Geography Laboratory (1)
GEOG 105 – Introduction to the Atmosphere (3)
GEOG 106 – Introduction to the Atmosphere Laboratory (1)
GEOL 103 – Planetary and Space Science (3)
GEOL 104 – Introduction to Ocean Science (3)
GEOL 105 – Environmental Geology (3)
GEOL 120 – Introductory Geology (3)
GEOL 121 – Introductory Geology Laboratory (1)
ISYE 100 – Fundamentals of Manufacturing Systems (3)
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MATH 229* – Calculus I (4)
* MATH 229 may count toward both the mathematics core competency requirement and the sciences and mathematics area requirement in distributive studies if a grade of C or better is earned. If a grade of D is earned, the course will count only toward the sciences and mathematics area requirement.
PHIL 205 – Symbolic Logic (3)
PHYS 150 – Physics (3)
PHYS 150A – Physics (4)
PHYS 162 – Elementary Astronomy (3)
PHYS 180 – Acoustics, Music, and Hearing (3)
PHYS 181 – Acoustics Laboratory (1)
PHYS 210 – General Physics I (4)
PHYS 211 – General Physics II (4)
PHYS 253 – Fundamentals of Physics I: Mechanics (4)
PHYS 273 – Fundamentals of Physics II: Electromagnetism (4)
STAT 208 – Basic Statistics (3)

Social Sciences (6-9)
Students must earn from 6 to 9 semester hours in the social sciences area with no more than 6 semester hours taken in any one department.

ANTH 120 – Anthropology and Human Diversity (3)
ANTH 210 – Exploring Archaeology (3)
ANTH 220 – Introduction to Cultural Anthropology (3)
ANTH 230 – Introduction to Linguistic Anthropology (3)
ECON 160 – Contemporary Economic Issues (3)
ECON 260 – Principles of Microeconomics (3)
ECON 261 – Principles of Macroeconomics (3)
EPFE 355 – Sociology of Schooling (3)
FCNS 230 – Child Development (3)
GEOG 202 – World Regional Geography (3)
GEOG 204 – Geography of Economic Activities (3)
GEOG 253 – Environment and Society (3)
HIST 381 – Colonial Latin America (3)
HIST 382 – Modern Latin America (3)
POLS 100 – American Government and Politics (3)
POLS 150 – Democracy in America (3)
POLS 210 – Introduction to the Courts (3)
POLS 220 – Introduction to Public Policy (3)
POLS 260 – Introduction to Comparative Politics (3)
POLS 285 – Introduction to International Relations (3)
PSPA 220X – Introduction to Public Policy (3)
PSYC 102 – Introduction to Psychology (3)
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PSYC 225 - Lifespan Development: Childhood Through Adulthood (3)
SOCi 170 - Introduction to Sociology (3)
SOCi 250 - Contemporary Social Institutions (3)
SOCi 260 - Introduction to Social Psychology (3)
SOCi 270 - Social Problems (3)

Interdisciplinary Studies (3-6)
Students must earn from 3 to 6 semester hours from the following courses.

AHRS 200 - Disability in Society (3)
ANTH 101 - Human Origins (3)
ARTE 109 - Strategic Visual Thinking (3)
ARTH 360 - Studies In Design (3)
BIOS 101 - Plant Products and Human Affairs (3)
BKST 200 - Racism in American Culture and Society (3)
BKST 211 - Educating for Cultural Sensitivity (3)
BKST 219 - Introduction to African Studies (3)
CLCE 100 - Community Leadership and Civic Engagement (3)
EPFE 201 - Education as an Agent for Change (3)
EPFE 400 - Foundations of Education (3)
FCNS 207 - The Consumer (3)
FCNS 280 - Human Development, the Family, and Society (3)
FCNS 406 - Global Food and Nutrition Issues (3)
LGBT 350 - Lesbian, Gay, Bisexual, And Transgender Studies (3)
HIST 323 - History of Science to Newton (3)
IDSP 225 - Introduction to Medieval Society and Culture (3)
ILAS 100 - Introduction to Latin American Civilization (3)
ILAS 261 - Language, Mind, and Thought (3)
KNPE 100 - Scientific Basis of Human Activity (3)
KNPE 111 - Sport: Culture and Society (3)
LGBT 350 - Lesbian, Gay, Bisexual, and Transgender Studies (3)
NNE 101 - Energy and the Environment (3)
PHHE 201 - Social and Individual Patterns of Drug Use (3)
PHHE 206 - Contemporary Health Concepts (3)
PHHE 295 - Introduction to Public Health (3)
PSYC 245 - Thinking (3)
SEAS 225 - Southeast Asia: Crossroads of the World (3)
TECH 245 - Pollution Prevention and Sustainable Production (3)
TECH 294 - Technology and Cultural Relevance (3)
WOMS 230 - Women in Contemporary America (3)
WOMS 235 - Women Across Cultures and Centuries (3)
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General Education Requirements

The Progressive Learning in Undergraduate Studies (PLUS) General Education Program at Northern Illinois University provides foundational skills and breadth of knowledge through study in a broad variety of disciplines. Together with course work in the major and co-curricular experiences, general education provides students with opportunities to develop competencies in NIU’s baccalaureate student learning outcomes. The baccalaureate experience at Northern Illinois University challenges students to think critically, create, and communicate by participating in a progressive, engaged learning environment. Major area studies, general education, and co-curricular experiences prepare students to become productive members of a culturally and globally diverse society, and lifelong learners ready to meet the challenges of a dynamic career. See: “The Baccalaureate Experience” for a listing of the baccalaureate outcomes.

Framework

The PLUS General Education Program consists of two types of course work.

First, the Foundational Studies courses develop the competencies necessary to succeed academically and personally. They emphasize students’ abilities to: (1) think critically and creatively; (2) reason quantitatively and qualitatively; (3) communicate clearly and effectively; and (4) work collaboratively across disciplines.

Second, Knowledge Domain courses continue to develop foundational competencies, as well as assure exposure to a broad array of ideas, disciplines, and ways of obtaining and interpreting information. The three knowledge domains are Creativity and Critical Analysis, Society and Culture, and Nature and Technology. Knowledge Domain courses emphasize students’ abilities to: (1) connect human life to the natural world; (2) understand and respect diverse cultures; (3) integrate knowledge of global interconnections; and (4) synthesize knowledge and skills.

Knowledge Domain requirements may optionally be fulfilled by a set of PLUS Pathways courses. A Pathway is a body of coursework drawn from all three Knowledge Domains that examines a theme from different disciplinary perspectives. The Pathways take the disciplinary breadth inherent in the Knowledge Domain component of general education, and link courses that address a set of common questions. The purpose of a Pathway is to provide coherence and relevance to general education, and allow students to choose a general education experience that aligns with their interests and goals. Pathways will further enhance the level of content integration and will give students and instructors greater opportunities to develop the skill of collaborating effectively across disciplines.

Foundational Studies

Through Foundational Studies, students will begin to develop the fundamental skills of written communication, oral communication, and numeracy, all of which are required for academic, professional, and personal success. Students will learn to: (1) write skillfully with a thorough awareness of context, audience, and purpose; (2) communicate effectively through speaking, presenting, and debating, with an awareness of the specific practices in different disciplines; (3) perform basic numerical computations, display facility with using formal and quantitative reasoning analysis and problem solving, and interpret mathematical models and statistical
The Foundational Studies general education requirements consist of two courses in Writing Composition, one course in Oral Communication, and one course in Quantitative Literacy. Foundational Studies courses do not count toward general education Knowledge Domain requirements.

All students must satisfy the Foundational Studies requirements in Writing Composition, Oral Communication, and Quantitative Literacy for 3-12 semester hours of general education credit. The requirements in the Foundational Studies can be met by completing the designated course, by transfer credit, by passing a competency examination, or, for some Foundation Studies, through credit by examination. (See “Credit by Examination.”) Although passing a competency examination fulfills the requirement for the Foundational Studies, it does not result in the awarding of NIU course credit (i.e., it reduces the required number of general education hours but does not reduce the number of hours required for a degree.) Students with strong academic credentials are encouraged to attempt the competency examinations. Information on competency examinations is available from the Office of Testing Services. The specific ways to satisfy the Foundation Studies requirements are listed below.

**Foundational Studies Writing Requirement:**

100-level Rhetoric and Composition (0-3 semester-hours). Writing and revising argumentative and analytical essays. This requirement can be satisfied by:
- Obtaining a grade of C or better in ENGL 103 or an equivalent course, or
- Obtaining equivalent transfer credit, or
- Passing the Writing Composition Foundational Studies Competency Examination, or
- Obtaining credit for ENGL 103 through examination by credit (Advanced Placement).

200-level Writing in the Domains (3 semester-hours). Writing and revising argumentative and analytical essays; analyze, evaluate, and synthesize material from a variety of sources; incorporate domain-appropriate writing and rhetorical styles as well as documentation styles. This requirement can be satisfied by:
- Obtaining a grade of C or better in ENGL 2xx, ENGL 2xx, or an equivalent course, or
- Obtaining equivalent transfer credit, or

**Foundational Oral Communication Requirement (0-3 semester hours):**

This requirement can be satisfied by:
- Passing COMS 100, or an equivalent course, or
- Obtaining equivalent transfer credit, or
- Passing the Oral Communication Foundational Studies Competency Examination.

**Foundational Quantitative Literacy Requirement (0-3 semester hours):**

This requirement can be satisfied by:
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- passing MATH 101 or equivalent course, or
- obtaining a C or better in MATH 155, MATH 201, MATH 206, MATH 210, MATH 211, or MATH 229, or an equivalent course,
- obtaining credit for one of the mathematics courses listed above, except MATH 101, through credit by examination (Advanced Placement), or
- obtaining a grade of C or better in STAT 208, STAT 301, STAT 350, or ISYE 335; and obtaining
  - a grade of C or better in MATH 110, or
  - an ACT mathematics score of at least 24, or
  - an SAT mathematics score of at least 560, or
  - an A- or B-level placement on the mathematics placement examination
- obtaining equivalent transfer credit, or
- passing the Mathematics Competency Examination.

**Foundational Studies Course Descriptions**

**LIST all descriptions here in alpha order.**

**Knowledge Domain Requirements and Course Descriptions**

There is a required minimum of 21 semester hours in the three General Education Knowledge Domains. The three General Education Knowledge Domains are areas of human endeavor (Creativity and Critical Analysis; Nature and Technology; Society and Culture) and will: (1) help students attain a sound liberal education and acquire sufficient general knowledge and intellectual versatility to become productive and resourceful members of society, (2) explore human thought and relations in order to understand and respect cultural heritage, (3) provide an understanding of the scientific method and the application of scientific facts and principles pertaining to the natural and technological worlds, and (4) examine the role of knowledge in promoting human welfare.

**The required minimum of 21 semester hours in Knowledge Domain studies cannot include more than two courses in any one department. (A course with an affiliated laboratory course shall be counted as a single course.)**

**A maximum of two approved general education courses in the student’s major department may be used to fulfill general education requirements. (A course with an affiliated laboratory course shall be counted as a single course.)**

The 21 general education semester hours required in the three Knowledge Domains can be earned by: (1) completion of designated courses; (2) general education credit articulation; (3) transfer articulation; or (4) credit by examination.

Foundational Studies courses do not count toward general education Knowledge Domain requirements. Any single course cannot count towards fulfilling more than one Knowledge Domain requirement.

**Creativity and Critical Analysis** (a minimum of 6 semester hours)
Courses in Creativity and Critical Analysis will challenge students to develop the skills involved in critical reflection and creative expression. Students will: (1) become acquainted with methods for analyzing primary sources and critically evaluating the ideas, events, traditions, and belief systems that have shaped human experience and expression; (2) explore fundamental modes of aesthetic and creative expression; and (3) understand and evaluate the diversity of humanity's most notable cultural achievements from artistic, historical, linguistic, literary, and philosophical perspectives.

Nature and Technology (a minimum of 6 semester hours)
Courses in Nature and Technology will develop students’ understanding of the role of science, technology, engineering, and mathematics and their relevance to societal issues. This domain encompasses human activities through which we observe, measure, model, and interpret the natural world and physical universe. Courses will explore the process of scientific discovery and how the resulting knowledge is applied to understand technological and societal change. Students will: (1) be able to articulate society’s connections to, and responsibility towards, the natural world; and (2) learn to apply the scientific method, including assessing empirical data, investigating the predictions of existing theories, and developing experimentally testable hypotheses.

Society and Culture (a minimum of 6 semester hours)
Courses in Society and Culture will develop understanding of the methods of inquiry used to study humanity, from individual behavior to how people organize and govern nations, societies, and cultures. Students will: (1) learn the role, principles, and methods of social and behavioral science in understanding individual and collective behavior in society; (2) hone the reasoning skills required to understand theories of human behavior and social phenomena; and (3) develop the ability to understand and evaluate the communication of results in the social and behavioral sciences.

Elective from any Knowledge Domain (1 course, a minimum of 3 semester hours)

Knowledge Domain Course Descriptions
Creativity and Critical Analysis
ARTH 282. Introduction to World Arts (3). ….

Nature and Technology
BIOS 106. Environmental Biology (3). ….

Society and Culture
EPFE 355. Sociology of School (3). ….

Pathways

Knowledge Domain requirements may optionally be fulfilled by a set of PLUS Pathways courses. A Pathway is a body of course work drawn from all three Knowledge Domains that examines a theme from different disciplinary perspectives. Courses in a Pathway coalesce around a set of large questions that are central to the Pathway theme. Each course addresses one or more of these questions. The Foundational Studies courses
Students have the option to organize their required general education courses into a Pathway Focus or Pathway Minor, as long as the Knowledge Domain distributional requirements are fulfilled.

Completing a set of designated courses in a single Pathway will be documented on a student’s transcript either as Pathway Focus or Pathway Minor. Courses used towards fulfilling a Pathway Focus or Minor may also count toward other minors at NIU. Students are encouraged to consult with an advisor to assure the requirements for all minors are fulfilled.

- **A Pathway Focus** represents an enhanced examination of a particular theme comprising three courses from a single Pathway. A Focus shall be earned by completing one course from each Knowledge Domain. A Pathway Focus counts towards but does not fulfill in entirety the Knowledge Domain requirement. Students are encouraged to consult with an advisor to assure all requirements are met.

- **A Pathway Minor** represents an in-depth examination of a particular theme comprising six courses from a single pathway. The six courses must consist of at least three upper division courses (300- or 400-level) from two or more Knowledge Domains. The remaining three courses may be lower or upper division courses, but they must come from all three Knowledge Domains. A Pathway Minor counts towards but does not fulfill in entirety the Knowledge Domain requirement. Students are encouraged to consult with an advisor to assure all requirements are met.

**The Pathways will be available starting with the 2016-17 Undergraduate Catalog.**
Other Catalog Change

Admission to Major Programs

The university's undergraduate academic work is organized under the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Liberal Arts and Sciences, and Visual and Performing Arts. Individual colleges control admission to degree programs. The selection of any courses to be required prior to admission to a major will be determined by each college or department in accordance with its respective expectations. In general, students are strongly encouraged to complete successfully the core competency foundational studies requirements and some general education courses early in their programs of study.

Transfer Students

Enrollment in courses offered at NIU which fulfill NIU's core competency foundational studies requirement in mathematics requires an entry-skill level, determined through placement testing and/or explicit prerequisites, at least equal to that expected from the successful completion of an intermediate algebra course. Such a course is not offered by NIU. However, an intermediate algebra course offered by Kishwaukee College can be taken on the NIU campus.

Limited Admissions/Limited Retention

Athletic Training Major

Pre-Admission Courses

*CHEM 110 - Chemistry (3)

OR *completion of one of the university's mathematics core competency quantitative foundational studies courses (MATH 201 may not be used to fulfill this requirement)

Computer Science Major

*ENGL 103, Rhetoric and Composition I (3), and *ENGL 203, Rhetoric and Composition II (3), OR *ENGL 204, Rhetoric and Composition (3), if placed into ENGL 105, OR pass the English Core Competency Writing Foundational Studies II Examination (0)

Elementary Education Major

Before formally applying for admission to the elementary education program, a student must have attained an
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overall GPA of at least 3.00 including transfer credit, successfully completed the Test of Academic Proficiency (TAP), and completed the core competency foundational studies requirements in communication studies and English with no grade lower than C. Applicants … ….

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Family and Child Studies Major

↓

For all emphases (9-10)

*ENGL 203, Rhetoric and Composition II (3), OR *ENGL 204, Rhetoric and Composition (3), if placed into ENGL 105, OR pass the English Core Competency Writing Foundational Studies II Examination

*PSYC 102, Introduction to Psychology (3)

*STAT 208, Basic Statistics (3), OR MATH 110, College Algebra (3), OR having met the core competency mathematics foundational studies quantitative literacy requirement (3-4)

Academic Regulations

Other Catalog Change

Credit by Examination

↓

General Provisions

↓

Credit for ENGL 103 and ENGL 203 may be earned through Advanced Placement, but not through the English Core Competency Writing Foundational Studies Examination. Passing a core competency foundational studies examination fulfills the core competency foundational studies requirement but does not result in the awarding of NIU course credit.

↓

Transfer Credit

↓

General Provisions

↓

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 foundational studies courses, prerequisite courses, majors, minors and certificates.

COLLEGE OF EDUCATION

Department of Kinesiology and Physical Education

Other Catalog Change
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Major in Physical Education

All students seeking admission to teacher education are required to have an overall minimum GPA of 2.75, a grade of C or better in all core competency foundational studies requirements (12 semester hours), is tightly sequenced.

Other Catalog Change

Major in Kinesiology

All students. Students are required to earn grades of C or better in the following courses: KNPE 305, KNPE 314, KNPE 445, KNPE 452, KNPE 463, and the university's mathematics core competency foundational studies in quantitative literacy. Students are required to earn grades of C or better in the following courses: KNPE 305, KNPE 314, KNPE 445, KNPE 452, KNPE 463, and the university's mathematics core competency foundational studies in quantitative literacy.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Other Catalog Change

Grading policy – College Requirement for Multisection Courses

In order to assist students. 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 foundational studies courses and general education courses). Courses that.

Other Catalog Change

Contract Major

Requirements for the B.G.S. Degree

The student who wishes to earn a degree through the general program must successfully complete at least 15 semester hours. The course used to satisfy the core competency mathematics foundational studies quantitative literacy requirement of the General Education Program will not count in this area, however. (See “General Education Requirements.”)
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Department of English

Other Catalog Change

Major in English

Track 2. English Studies Leading to Secondary Licensure in English Language Arts

Admission Requirements

Completion of the core competency foundational studies requirements in English, communication studies, and mathematical sciences with a grade of C or better in each course used to satisfy these requirements.

Department of History

Other Catalog Change

Professional Educator Licensure – Social Sciences: History

Admission

completed the core competency foundational studies requirements in English writing and oral communication;

Department of Mathematical Sciences

Other Catalog Change

The Department of Mathematical Sciences … ….

Several of the department's courses fulfill the university mathematics core competency foundational studies requirement, and others can be used by non-majors toward fulfilling the sciences and mathematics area nature and technology knowledge domain requirement in the university's general education program. In addition, many of its courses are included as requirements for other programs.

Other Catalog Change
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Major in Mathematical Sciences  
↓  
Emphasis 5. Mathematics Education  
↓  
Additional Requirements (36-36)  
↓  
Core Competency Foundational Studies (9)  
Writing communication Writing requirement, or equivalent of ENGL 204 (6)  
Oral communication (3)