CUC Chair Lenczewski called the meeting to order.

APPROVAL OF AGENDA

Lenczewski asked that approval of the minutes from the November 13, 2014, meeting be added to the agenda. Bah made a motion, seconded by Gray, to APPROVE THE AGENDA AS AMENDED. Motion passed unanimously.

APPROVAL OF MINUTES

Jaffee asked that under College of Visual and Performing Arts #2 “… that B.F.A. is the commercial degree …” be changed to “… that B.F.A. is the professional degree ….” Jaffee made a motion, seconded by Hunt, TO APPROVE THE MINUTES FROM THE NOVEMBER 13, 2014, CUC MEETING AS AMENDED. Motion passed unanimously.

ANNOUNCEMENTS

None.

CONSENT AGENDA

There were no curricular items for the consent agenda.

COLLEGE MINUTES AND OTHER CURRICULAR ITEMS FOR DISCUSSION

None.

OLD BUSINESS

1. CEDU #5. This was tabled at the last CUC meeting for verification of nonduplication for EPFE 302 and for clarification of the science and social science requirements in the B.A. in Elementary Education. It was reported that the verification of nonduplication was received from NGOLD and WOMS for EPFE 302. The CUC was also presented with alternative language for the science and
social science requirements in the B.A. in Elementary Education. Hunt made a motion, seconded by Jaffee, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF EDUCATION #5 (10/21/14). Motion passed unanimously.

2. CHHS #8. New course NURS 380 was tabled at the last CUC meeting for the school to consider naming the course “Promoting Academic and Career Success in Nursing.” It was reported that the college and school accepted this suggestion. Jaffee made a motion, seconded by Bah, TO APPROVE NEW COURSE NURS 380 AS REVISED. Motion passed unanimously.

3. APPM changes
   a. Curricular Definitions Items 2 (tabled 4/10/14). Nothing more on this at this time.

4. PLUS catalog language. Birberick reported that the GEC worked on this at their last meeting (11/20/14); they reviewed the language section by section. Changes were suggested to make the language more user friendly and to eliminate repetitive language. She noted that the CUC did have a chance to look at the overall framework and those suggestions were shared with the GEC. The GEC unanimously approved the language as revised. Lenczewski explained that per the CUC’s bylaws, catalog language for the general education program is reviewed by the GEC, then it will go forward to the Undergraduate Coordinating Council (UCC). Birberick added that there are many facets to the PLUS program and that several committees of the UCC will be reviewing the portions that fall under their purview according to the bylaws of each of those committees (i.e., APASC, CUC, GEC). She will also be meeting with the chairs of those committees to align what parts of PLUS each one will be working on. Lenczewski said that she will update the CUC members after that meeting. One of the changes the CUC will be seeing will be course revisions to ENGL 103, ENGL 104, and ENGL 105, which are currently being worked on by the Department of English and the College of Liberal Arts and Sciences. Because there are CUC items that will need to be approved before the February, 2015, meeting, there will need to be a meeting in January. Committee members discussed dates and decided to meet on January 15, 2015. Birberick also reported that PLUS will be implemented in stages, which will allow for faculty to have the opportunity to develop proposals for Pathways.

5. UNIV 101 and UNIV 201 course revisions. Birberick explained that the CUC is looking at just the course revisions. The revisions better reflect the enhanced focus of the courses. Since CUC members were aware that the PLUS Task Force is recommending that these courses be required, there was some discussion on whether or not the courses should be required. Birberick said that it is OK if the CUC discusses this issue, but it will be up to APASC to decide on whether or not UNIV 101 and UNIV 201 should be baccalaureate requirements. The only purview of the CUC is catalog revisions for the courses. Lenczewski said she would take any suggestions on this issue to the APASC chair. The CUC members discussed the language that says students take the course in their first two semesters at NIU. It was noted that this is just a revision of existing language and it makes it clearer for students. It was suggested that “Enrollment” be removed from the new sentences in both courses and CUC members accepted that suggestion. Hunt made a motion, seconded by Bah, TO APPROVE THE COURSE REVISIONS TO UNIV 101 AND UNIV 201 AS AMENDED. Motion passed unanimously.

NEW BUSINESS

Hunt made a motion, seconded by Bah, TO ADJOURN. Motion passed by acclamation at 1:30 p.m.

The next meeting was scheduled for January 15, 2015, 12:30, location to be determined.

Respectfully submitted,

Donna M. Smith
SECTION A – Recorded for inclusion in the 2015-16 Undergraduate Catalog

ALL UNIVERSITY SECTION

Inter-College and University-Wide Interdisciplinary Courses

Course Revisions Page 361, 2014-15 Undergraduate Catalog

UNIV 101. UNIVERSITY EXPERIENCE (1). Introduction to Northern Illinois University and the baccalaureate experience. Exploration of key factors influencing the transition into the university. Development of skills and practices of critical thinking, problem solving, and communication to enhance academic success with a focus on student responsibility for learning. Available only to first-year students. May not be repeated. Available only to students in their first two semesters at NIU.

UNIV 201. THE TRANSFER EXPERIENCE (1). Introduction to NIU and the baccalaureate experience with emphasis on those experiences and challenges unique to transfer students. Exploration of factors influencing the transition into the university. Development of skills and practices of critical thinking, problem solving, and communication to improve academic success and satisfaction with the college experience. Available only to transfer students in the first semester at NIU. May not be repeated. Available only to transfer students in their first two semesters at NIU. PRQ: New transfer student with 12 or more semester hours at time of transfer or consent of Orientation Office.

COLLEGE OF EDUCATION

Department of Educational Technology, Research and Assessment

New Course Undergraduate Catalog

CIP Code: 13.0601

ETR 230. PROGRAM EVALUATION IN THE DIGITAL AGE (3) Examination of models and methods for the evaluation of technology-enhanced human learning environments (e.g., instructional technology, online training, digital media and learning objects, and technology-enhanced assessments). Survey of evaluation types, quantitative and qualitative evaluation methods (sampling, instrumentation, and data analysis), evaluation issues related to working with stakeholders and ethics, and evaluation communication and reporting. Emphasis on evaluation proposal development.

New Course Undergraduate Catalog

CIP Code: 13.0601

ETT 329. LEARNING IN THE DIGITAL AGE (3). Survey of emerging technologies and tools that are transforming our society and schools, as well as the implications these changes have for learning.
Emphasis on the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.

New Course Undergraduate Catalog
CIP Code: 13.0601

ETT 231. DIGITAL VISUAL LITERACY FOR LEARNING (3). Exploration of the historical background and practice involved in digital visual literacy. Review the use and design of various digital media communications. Develop understanding of the interpretation of digital visual literacy. Create and integrate digital visual literacy into professional practice for various audiences.

Department of Leadership, Education Psychology and Foundations
New Courses Undergraduate Catalog
CIP Code: 13.0901

EPFE 300. ETHICS, THE LAW AND EDUCATIONAL POLICY (3) This course introduces students to the ethical implications and legal responsibilities of educational leaders working in a diverse society. The course provides students with an opportunity to critically examine their own beliefs, values, and the influence of these on personal and professional leadership skills and policy development.

EPFE 302. ADVOCACY, JUSTICE AND LEADERSHIP IN A DIVERSE SOCIETY (3). This course introduces students to the study and practice of effective leadership in a diverse society. Particular attention is given to issues of race, ethnicity, gender, sexual orientation, social class, disability and language. Students will be introduced to theories and strategies that will prepare them to advocate and act in ways that shape and influence educational organizations and serve the interests of all members of society.

EPFE 415. POLICY ANALYSIS IN EDUCATIONAL CONTEXTS (3). Students learn and employ critical policy analysis skills to understand, analyze and critique policy formation, implementation and evaluation. Students examine the relationship between policy process and the role of leaders in diverse educational contexts. They explore how leadership skills, politics, social trends and conditions, educational philosophies, and policy research can all influence policy generation and outcomes. Policy analysis is treated as both a theoretical and practical endeavor.

New Course Undergraduate Catalog
CIP Code: 42.2806

EPS 430. BECOMING ADULT IN POSTMODERN CONTEXTS (3). A cross-disciplinary approach to
explore the meaning(s) of adulthood and the reasons for the delay in the transition to adulthood in contemporary society utilizing psychological, sociological, historical, and anthropological approaches. Focus on identity theories, postmodern critiques of identity, and contested definitions of adulthood. Students are encouraged to reflect on their own identity development and growth toward adulthood.

**PRQ: PSYC 102.**

**Department of Literacy and Elementary Education**

**All University Section**

**Limited Admissions and Limited Retention Programs**

**Elementary Education Major**  
(Department of Literacy and Elementary Education)

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, successfully completed the Illinois Test of Academic Proficiency (TAP), and completed the core competency requirements in:

- ARTE 383, Teaching Art in Elementary Schools (3),  
  OR MUED 373/360, Fundamentals, Principles, and Practices in Elementary Music (3)
- KNPE 245, Physical Education for Children (3)
- MATH 110, College Algebra (3)
- TLEE 282, Educational Participation in Clinical Experiences: Elementary Education (1)
- One laboratory science course (4)

Two additional social science courses from two distinct areas: Anthropology, Economics, Geography (GEOG 202, GEOG 204, or GEOG 253), Political Science, Sociology (6)

Three science courses from three distinct areas (10-12): Biology, Chemistry, Geography (excluding GEOG 202, GEOG 204, or GEOG 253), Geology, or Physics. One of the three science courses must include a laboratory.

**Department Section**

**Other Catalog Change**  
Page 117, 2014-2015 Undergraduate Catalog
Major in Elementary Education (B.S. Ed.)

Requirements in Department (41-42)

Requirements outside Department (52) (68-72)

KNPE 245 - Physical Education for Children (3)
MATH 110 – College Algebra (3)

TLCEPS 450 - Classroom Management (2)

Two additional social science courses from two distinct areas: Anthropology, Economics, Geography (GEOG 202, GEOG 204, or GEOG 253), Political Science, Sociology (6)

Three science courses from three distinct areas (10-12): Biology, Chemistry, Geography (excluding GEOG 202, GEOG 204, or GEOG 253), Geology, or Physics. One of the three science courses must include a laboratory.

Total Hours for a Major in Elementary Education: 93-94 108-112

Department of Special and Early Education

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

To be admitted to teacher education in special education, students must have a minimum NIU GPA of 2.50 and must have successfully completed the ILTS Test of Academic Proficiency. To continue to enroll, students must maintain a minimum cumulative GPA of 2.50.

Students are expected to meet all university and College of Education standards for retention. They also must meet the standards set forth in the Council for Exceptional Children Code of Ethics and Standards for Professional Practice for Special Educators.

The student learning outcomes for this degree are located at www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

Licensure Requirements

Students who major in special education in the learning behavior specialist I emphasis or the vision impairments emphasis are required to meet the Illinois licensure requirements including 29-41 semester hours of general education classes which must include 3 semester hours of cultural diversity course work. Transfer students with an A.A. or A.S. degree also must meet these requirements for educator licensure. Students who successfully complete the program requirements will have completed all required ISBE and CAEP standards for educator licensure.
The B.S. Ed. in Special Education includes two emphases: Learning Behavior Specialist I (LBS I) and Vision Impairments. The LBS I cross-categorical emphasis prepares students to obtain an Illinois educator license with entitlement as a Learning Behavior Specialist I (Preschool – age 21). The emphasis in Vision Impairments prepares students to obtain educator license with entitlement in the area of Teacher of Students Who Are Blind or Visually Impaired (Preschool – age 21).

The Special Education program provides a broad range of professional knowledge, skills, and dispositions for students preparing to become special education teachers. Field experiences and course work have been carefully designed and coordinated based on policies, standards, and frameworks of the university, the College of Education, the Illinois State Board of Education (ISBE), and the Council for Exceptional Children (CEC), an international organization for special education.

**Retention in the LBS I and Vision Impairments Program Emphases**

To be admitted into the teacher education in special education and advance to the first professional semester, students must have (a) achieved an NIU GPA of 2.50 or better, (b) received a grade of C or better in SESE 240 or an equivalent transfer course, (c) completed the safety tutorial prior to the first clinical experience and (d) obtained a passing score on all sections of the Test of Academic Proficiency or a minimum composite score 22 or above on the ACT including the combined English writing score of 19 minimum or on the SAT 1030 composite score with a minimum 450 on the writing portion. During the pre-professional semester, students complete an application form indicating intent to begin the professional course sequence. Advising staff verify scores on the Test of Academic Proficiency, completion of the safety tutorial, prerequisite course grades, and GPA. All students who meet requirements are admitted to the Learning Behavior Specialist I or Vision Impairments teacher education program.

To remain a major in special education, candidates must (a) maintain a cumulative GPA of 2.50 or better, (b) receive a grade of C or better in professional courses and a grade of S in clinical courses, and (c) pass the ISBE content area test and Special Education General Curriculum Test before enrolling in student teaching courses. Students in the LBS I emphasis take the Learning Behavior Specialist I content test and students in the Vision Impairments emphasis take Teacher of Students Who Are Blind or Visually Impaired content test. The departmental advising staff track GPA and course grades at the end of each semester and verify passing scores on the content area and Special Education General Curriculum Test prior to student teaching.

Candidates are expected to meet all university and College of Education standards for retention. They also must meet the standards set forth in the Council for Exceptional Children Code of Ethics and Standards for Professional Practice for Special Educators.

The student learning outcomes for this degree are located at [http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml](http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml).
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Check departmental information for any additional requirements.

Transfer Students

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 Test of Academic Proficiency (or of obtaining a minimum score on the ACT including the writing portion of the ACT) and have a minimum transfer GPA of 2.50, 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 educational-educator license with LBS I endorsement.

License and Endorsement Requirements

Candidates who major in special education in the Learning Behavior Specialist I emphasis or the Vision Impairments emphasis are required to meet the Illinois licensure requirements including 29-41 semester hours of general education classes which must include at least 3-three semester hours of cultural diversity course work. Transfer students with an A.A. or A.S. degree also must meet these requirements for educator licensure. Candidates who successfully complete the program requirements will have completed all required ISBE and CAEP standards for educator license and special education endorsement in Visual Impairments or Learning Behavior Specialist I. This includes completing the Safety Tutorial prior to the first early clinical course, passing the Learning Behavior Specialist I content test or Teacher of Student Who Are Blind or Visually Impaired content test and the Special Education General Curriculum Test prior to student teaching, the Teacher Performance Assessment (edTPA) and the Illinois Assessment of Professional Teaching test (APT) that are completed during student teaching.

Emphasis 1. Learning Behavior Specialist 1-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 Academic Proficiency and have a minimum transfer GPA of 2.50, 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 educator licensure.
To remain a major in special education, students must earn a grade of C or better in SESE 240, ETR 434, SESE 375, SESE 420, SESE 435, SESE 440, SESE 445, SESE 452, SESE 454, and SESE 455. In addition, students must earn a grade of S in the clinical courses SESE 260, SESE 466, SESE 467, and SESE 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).

This emphasis leads to Illinois educator licensure with endorsement as a Learning Behavior Specialist I. (Preschool-age 21).

Candidates in the LBS I program emphasis must earn a grade of C or better in SESE 240, SESE 370, SESE 415, SESE 416, SESE 417, SESE 444, SESE 446, SESE 447, SESE 448, SESE 460, SESE 461, SESE 462 (or KNPE 490 and 492), as well as, EPFE 201, EPFE 321 or EPFE 410, EPS 405, ETR 434, LTCY 300, LTIC 420, LTLA 301, MATH 201, POLS 100, and SEEC 343. Candidates who do not meet these requirements must retake the course(s). In addition, candidates must earn a grade of S in all early field experience and student teaching courses (SESE 418, SESE 419, SESE 449, SESE 463, SESE 464, SESE 491, and SESE 492).

Candidates must pass all required courses in the first professional semester with grades of C or better or, as appropriate, with a grade of S, before advancing to the second professional semester. Students must pass all required courses in the second professional semester with grades of C or better or, as appropriate, with a grade of S, before advancing to the third professional semester. Candidates must pass all required courses in the third professional semester with grades of C or better or, as appropriate, with a grade of S, before advancing to student teaching. Candidates must pass the first student teaching course with a grade of S before advancing to the second student teaching course.

The LBS I endorsement is a cross-categorical endorsement that encompasses all categories of disability from kindergarten through high school. As a result, early clinical experiences and student teaching involve working with students with mild developmental disabilities in both elementary and secondary settings. Candidates complete three early clinical experiences prior to student teaching. Early clinical experiences are aligned with special education courses across three semesters. SESE 491/SESE 492 (student teaching) are the fourth professional experiences in the Special Education program. This course work consists of two eight-week (Monday - Friday) full-day placements, one at the elementary level (SESE 491) and one at the secondary level (SESE 492). Candidates fulfill various instructional and assessment responsibilities as well as completion of the edTPA during student teaching. These placements range from full-inclusion classrooms to residential schools and serve a diverse student population in urban, rural, and suburban settings.

Requirements in Department (53) (63-64)

**SEEC 343 - Teaching Science and Mathematics to Children Ages 5-8 (3)**
**SESE 2401 - Introduction to Special Education (3)**
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SESE 2601 – Service Learning Field Experience in Special Education (1)
SESE 370 - Educational Interventions for Students with Diverse Abilities (4)
SESE 375 – Linking Student Characteristics to Educational Interventions (3)
SESE 415 - Instructional Methods for Elementary Education Students with Mild Disabilities: Reading, Language Arts (4)
SESE 416 - Instructional Methods for Elementary Education Students with Mild Disabilities: Math, Science (3)
SESE 417 - Positive Behavior Support and Classroom Management for Special Educators (3)
SESE 418 - Early Field Experience in Special Education: Elementary, Mild Disabilities (2)
SESE 419 - Introduction to Instructional Planning, Teacher Performance Assessment, and Assistive Technology (3)
SESE 420 – Accessing the General Curriculum: Elementary I (3)
SESE 435 – Accessing the General Curriculum: Elementary II (3)
SESE 440 – Accessing Middle School/Secondary General Curriculum (3)
SESE 444 - Instructional Methods and Strategies for Middle and Secondary Students with Mild Disabilities (3)
SESE 445 – Applied Curriculum (3)
SESE 446 - Methods for Supporting Social/Emotional Development of Students with Emotional/Behavior Disorders (3)
SESE 447 - Consultation, Collaboration, and Communication Skills for Special Educators (3)
SESE 448 - Planning For the Transition from School to Employment, Career, and Postsecondary Education for Students with Disabilities (3)
SESE 449 - Early Field Experience in Special Education: Middle/Secondary (2)
SESE 452 – Assistive Technology/Multiple Disabilities (3)
SESE 454 - Classroom Management for Special Educators (3)
SESE 455 – Social/Emotional Behavior Support and Management (3)
SESE 458 – Vocational Preparation and Transition Planning for Adolescents with Disabilities (3)
SESE 460 - Instructional Methods for Individuals with Autism and Developmental Disabilities (3)
SESE 461 - Assistive Technology For Individuals With Autism And Multiple Disabilities (3)
SESE 462 - Self Determination and Transition Planning Using Technology (3)
OR KNPE 490 - Adapted Physical Education (3) and KNPE 492 – Special Physical Education Clinical Practicum (1)
OR other approved elective (3)
SESE 463 - Early Field Experience in Special Education: Autism and Developmental Disabilities (2)
SESE 464 - Special Education Capstone/Pre-student Teaching Seminar (1)
SESE 465 - Consultation and Collaboration Skills for Special Educators (3)
SESE 466 – Clinical Experience in Special Education: Elementary (2)
SESE 467 – Clinical Experience in Special Education: Middle/Secondary (2)
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SESE 468 – Clinical Experience in Special Education: Developmental Disabilities (2)
SESE 483 – Student Teaching in Elementary Special Education: Learning Behavior Specialist (6)
SESE 484 – Student Teaching in Secondary Special Education: Learning Behavior Specialist (6)
SESE 491 - Student Teaching in Elementary Special Education: LBS I (6)
SESE 492 - Student Teaching in Secondary Special Education: LBS I (6)
SESE 494 – Capstone Seminar in Special Education (1)

Requirements outside Department (45) (32)
COMD 2201 – Introduction to Communicative Disorders (3)
*EPFE 2011 – Education as an Agent for Change (3),
OR *IDSP 211 – Educating for Cultural Sensitivity (3),
OR ILAS 123 – Cultural Pluralism in the United States (3)
EPFE 321 – History of American Education (3),
OR EPFE 410 – Philosophy of Education (3)
EPS 4051 – Issues in Human Development in the Elementary Through High School Years (3)
ETR 434 – Assessing Students with Special Needs (3)
ETT 2291 – Computers in Education (3)
ETT 402 – Teaching and Learning with Technology (3)
*GEOG 2021 – World Regional Geography (3)
*HIST 2601 – American History to 1865 (3)
*HIST 2611 – American History Since 1865 (3)
LTLA 3411 – Language Arts in the Elementary School (3)
LTRE 3001 – Elementary School Developmental Reading Programs (3)
*MATH 2011 – Foundations of Elementary School Mathematics (3)
*MATH 2011 – Foundations of Elementary School Mathematics (3)
*POLS 1001 – American Government and Politics (3),
OR *POLS 150 – Democracy in America (3)
*PSYC 1021 – Introduction to Psychology (3)

*EPFE 201 – Education as an Agent for Change (3)
*EPFE 321 – History of American Education (3)
OR *EPFE 410 – Philosophy of Education (3)
EPS 4051 – Issues in Human Development in the Elementary Through High School Years (3)
ETR 434 – Assessing Students with Special Needs (3)
ETT 402 – Teaching and Learning with Technology (3)
*GEOG 2021 – World Regional Geography (3)
*HIST 2601 – American History to 1865 (3)
*HIST 2611 – American History Since 1865 (3)
LTLA 3411 – Language Arts in the Elementary School (3)
LTLA 3411 – Language Arts in the Elementary School (3)
LTRE 3001 – Elementary School Developmental Reading Programs (3)
*MATH 2011 – Foundations of Elementary School Mathematics (3)
*MATH 2011 – Foundations of Elementary School Mathematics (3)
*POLS 1001 – American Government and Politics (3),
OR *POLS 150 – Democracy in America (3)
*PSYC 1021 – Introduction to Psychology (3)

Other Requirements (22-26)
General requirements for educator licensure, in addition to *MATH 201, *PSYC 102, and EPFE 201 or
*BKST 211 or *ILAS 123
KNPE 490 – Adapted Physical Education (3) AND KNPE 492 – Special Physical Education Clinic Practicum (1),
OR SESE 453 – Transition Planning Using Technology (2-3)

Total Hours for Emphasis 1, Learning Behavior Specialist I: (122-124) 95-96

Emphasis 2. Vision Impairments

Emphasis 2 leads to Illinois educator licensure with endorsement in the area of Teacher of Students Who
Are Blind and/or Visually Impaired. (Preschool to age 21.)

Candidates in the Vision Impairments program emphasis must earn a grade of C or better in
SEVI 400, SEVI 410, SEVI 420, SEVI 421, SEVI 430, SEVI 440, SEVI 441, SEVI 442, SEVI 450, SEVI 480, SEVI 484, and SEVI 485. In addition, candidates must earn a grade of C or better in EPFE 201 (or BKST 211 or ILAS 123), EPFE 321 or EPFE 410, EPS 405, ETR 434, ETT 402, LTCY 300, LTIC 301 or LTIC 420, MATH 201, SESE 240, SESE 415, SESE 416, SESE 417, SESE 418, SESE 444, SESE 447, and SESE 449. Candidates who do not meet these requirements must retake the course(s).

Requirements in Department (55) (66)
SESE 240 - Introduction to Special Education (3)
TLEE 342 – The Teaching of Social Studies in the Elementary School (3)
TLEE 344 – Teaching Science in the Elementary School (3)
TLEE 382 – Clinical Experience in Elementary School Curriculum and Instruction (1)
TLEE 383 – Elementary School Curriculum and Instruction: Field Experience (2)
SESE 415 – Instructional Methods for Elementary Students with Mild Disabilities: Reading, language Arts (4)
SESE 416 - Instructional Methods for Elementary Students with Mild Disabilities: Math and Science (3)
SESE 417 - Positive Behavior Support and Classroom Management for Special Educators (3)
SESE 418 - Early Field Experience in Special Education: Elementary, Mild Disabilities (2)
SESE 444 - Instructional Methods and Strategies for Middle and Secondary Students with Mild Disabilities (3)
SESE 447 - Consultation, Collaboration, and Communication Skills for Special Educators (3)
SESE 449 - Early Field Experience in Special Education: Middle/Secondary (2)
SEVI 400 - Education of Students with Visual Impairments (3)

Requirements outside Department (36) (28)
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*EPFE 201 - Education as an Agent for Change (3),
  OR IDSP 211 - Educating for Cultural Sensitivity (3),
  OR ILAS 123 - Cultural Pluralism in the United States (3)
EPFE 321 - History of American Education (3)
  OR EPFE 410 - Philosophy of Education (3)
EPS 300 - Educational Psychology (3)
EPS 405 - Issues in Human Development in the Elementary Through High School Years (3)
ETT 402 – Teaching and Learning with Technology (3)
ETR 434 - Assessing Students with Special Needs (3)
LTIC 420 - Methods and Materials for Teaching English Language Learners in the Content Areas (3)
  OR LTIC 301 - Teaching with a Multicultural Perspective (3)
LTCY 300 – Foundations of Instruction in Reading, Writing, and The Other Language Arts (4)
LTLA 341 – Language Arts in the Elementary School (3)
LTLA 362 – Children’s Literature in a Multicultural Society (3)
LTRE 300 – Elementary School Developmental Reading Programs (3)
LTRE 311 – Content Area Literacy Instruction (3)
*MATH 201 - Foundations of Elementary School Mathematics (3)
MATH 402 – Methods of Instruction in the Mathematics Curriculum for Elementary School (3)
*PSYC 102 - Introduction to Psychology (3)

Other Requirements (32)
General requirements for educator licensure, in addition to *MATH 201, *PSYC 102, and *EPFE 201, or *BKST 211, or ILAS 123

Total Hours for Emphasis 2, Vision Impairments: 123

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Nursing and Health Studies

New Course

CIP CODE: 51.3899

NURS 380. PROMOTING ACADEMIC AND CAREER SUCCESS IN NURSING (1). Identification of student strengths and areas for improvement to promote academic achievement and career success in nursing. Emphasis on targeted content areas, critical thinking, learning strategies, and study and test-taking skills. May be repeated to a maximum of 3 credits. PRQ: Consent of school.