SECTION A – Recorded for inclusion in the 2017-18 Undergraduate Catalog

ALL UNIVERSITY SECTIONS

A Guide to Reading This Catalog

Other Catalog Change

Course Designators

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NURS—Nursing
OELP—Office of Educator Licensure and Preparation
OMIS—Operations Management and Information Systems

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Inter-College and University-Wide Interdisciplinary Courses

New Courses

Medieval Studies

↓

CIP Code: 13.1299

Office of Educator Licensure and Preparation

OELP 201. INTRODUCTION TO THE EDTPA (1). Explore the requirements and expectations of the edTPA. Explanation of the various edTPA tasks including planning, instruction, assessment, academic language, and identifying evidence of practice. Resources and materials will be shared. Open only to students who have been accepted into a teacher licensure program at Northern Illinois University or who are seeking a licensure in Illinois but have not completed the state mandated edTPA. PRQ: Proof of enrollment in educator licensure program at NIU or consent of the Office of Educator Licensure and Preparation.

OELP 401. PREPARING FOR THE EDTPA (1). Analyze original submission of the edTPA to identify strengths and weaknesses. Use support documents and handbook of the discipline to identify requirements and expectations of the edTPA and relate expectations to original submission. Explore tasks of the edTPA including planning, instruction, assessment, academic language, and identifying evidence of practice by reading current literature and reviewing best practice. PRQ: Successful completion of student teaching at NIU.

COLLEGE OF BUSINESS

APASC Course Revision: Page 74, 2015-16 Undergraduate Catalog
310. BUSINESS CORE: LECTURE (9). … PRQ: A grade of C or better in each of the following: ACCY 206, ACCY 207, ECON 360, ECON 361, ENGL 203 or ENGL 204, MATH 211 or MATH 229, MGMT 217, PSYC 102, OMIS 259, UBUS 100, and UBUS 223; a cumulative GPA of at least 2.75; and junior standing having completed at least 45 semester credit hours.

APASC 5/11/16

Other Catalog Change: Page 72, 2015-16 Undergraduate Catalog

College Learning Goals and Objectives

College of Business undergraduates are expected to achieve the following learning goals and objectives.

Our graduates will be effective business communicators.
- College of Business graduates will be able to create common business documents.
- College of Business graduates will be able to deliver a business presentation using the appropriate technology.
- College of Business graduates will be able to analyze business situations and respond with the appropriate channel, form, content, and format.

Our graduates will demonstrate business ethical awareness.
- College of Business graduates will be able to identify ethical issues, decision alternatives and the consequences of those alternatives, including the impact on stakeholders in business decision making.

Our graduates will demonstrate problem solving skills.
- College of Business graduates will be able to identify a wide array of business problems and their interdependencies.
- College of Business graduates will be able to analyze situations and identify relevant factors that contribute to business problems by using appropriate quantitative and qualitative tools.
- College of Business graduates will be able to generate a range of alternative solutions, analyze their feasibility and effectiveness, and recommend the optimal solution.
- College of Business graduates will be able to develop action plans to implement the recommended solutions.

Our graduates will demonstrate common business knowledge.
- College of Business graduates will be able to apply the theory of the management and control of money-related operations within a business.
- College of Business graduates will be able to apply the theory and practice of the functions of Management.
- College of Business graduates will be able to describe the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create and keep customers.
- College of Business graduates will be able to apply fundamental theory and manage processes to transform inputs into outputs for creating greater customer value.
SECTION A – Recorded for inclusion in the 2017-18 Undergraduate Catalog

- College of Business graduates will be able to apply cross-functional concepts among the principles of business through the use of interdisciplinary exercises.
- College of Business graduates will be able to identify the role and impact of information technology on organizations to support competitive advantage.

Our graduates will integrate and apply functional and foundational business knowledge.
- College of Business graduates will be able to integrate knowledge of business disciplines to solve problems.
- College of Business graduates will be able to apply a problem solving framework to an unstructured business issue.
- College of Business graduates will be able to apply technology to analyze and manage business information.
- College of Business graduates will be able to recognize implications of conducting business in a global context.

Our graduates will demonstrate leadership and professional skills.
- College of Business graduates will be able to influence, motivate, and collaborate to achieve a common goal.
- College of Business graduates will be able to communicate business information clearly and persuasively.

Our graduates will demonstrate awareness of ethical business practices.
- College of Business graduates will be able to apply an ethical framework to a business issue.

Limited Retention Requirements
All business majors must complete UBUS 310 in the first semester in which they enroll in 300- or 400-level business courses. Prerequisites for UBUS 310 are: a grade of C or better in each of the 100- and 200-level courses in the Business Core; having a 2.75 or better cumulative GPA; and having junior standing completed at least 45 semester credit hours.

Business Core (45-49)
The College of Business is competitive based on a student’s overall GPA and performance in selected tool courses. All business majors must complete UBUS 310 in the first semester in which they enroll in 300- or 400-level business courses. Prerequisites for UBUS 310 are: a grade of C or better in each of the too- and 200-level courses in the Business Core; having a 2.75 or better cumulative GPA; and having junior standing completed at least 45 semester credit hours.
SECTION A – Recorded for inclusion in the 2017-18 Undergraduate Catalog

Standing completed at least 45 semester credit hours. To continue as a business major, students must earn a C or better in UBUS 310. UBUS 311 and OMIS 351 (accountancy students are required to take ACCY 310 in place of OMIS 351) must be completed no later than the semester or term immediately following completion of UBUS 310. Additional retention requirements for each major can be found under Department Requirements.

The business core must be completed by all students majoring in business.

APASC 5/11/16

Department of Accountancy

APASC New Course: Page 77, 2015-16 Undergraduate Catalog

CIP: 52.03

435. SEC REPORTING AND CORPORATE GOVERNANCE (3). Examination of topics related to the origin, nature, and legal framework of the Securities and Exchange Commission (SEC); SEC registration and reporting; the requirements, procedures, and responsibilities of being a public company; and the theory and practice of corporate governance. PRQ: ACCY 331 with a grade of C or better.

APASC 5/11/16

Department of Finance

Course Revision: Page 81, 2015-16 Undergraduate Catalog

115. PERSONAL INVESTING AND FINANCE (3). Overview of fundamental concepts of personal investing and finance. Topics include types of investment securities, debt management, retirement and estate planning, insurance planning, overview of the Social Security system, societal implications of investment and personal financial management, and related topics.

Course revision: Page 81, 2015-16 Undergraduate Catalog

395. CAREER PLANNING IN FINANCE (2). … …. PRQ: UBUS 310 with a grade of at least C and admission into the major.

Department of Marketing

All University Section

Academic Regulations
OTHER CATALOG CHANGE

CIP:  52.14

411. STRATEGIC SELLING PERSPECTIVES (3). Travel to locations to study strategies, trends, and the dynamics of attracting and maintaining customer relationships across varied industries (e.g., technology, health-care, sports/entertainment, etc.). Company visits, presentations, and cultural requirements/visits. Engagement in activities that improve understanding of sales strategy development and implementation. Destinations may rotate so students should consult the department to determine the current field study. PRQ: MKTG 350 and consent of department.

CIP:  52.14

412. PROFESSIONAL SELLING IN THE FIELD (3). Exposure to contemporary sales leadership issues at corporate locations. Recent topics include career development and advancement, relocation, mentoring, ethical dilemmas in career progressions, personal financial planning, amongst others. Includes presentations from recognized sales executives and discussions with company representatives across varied industries. Engagement in a variety of activities including presentations, needs analysis, simulations, and a term project. PRQ: MKTG 350 and consent of department.

Course Revisions

350. PRINCIPLES OF SELLING (3). Emphasis on personal and professional development, interpersonal skills, verbal and written presentation skills, understanding sales and buying processes, and developing and maintaining customer satisfaction. Topics include developing trust and rapport, consultative selling, prospecting, and territory and account management. Introduction to professional selling focusing on customer needs and decision making, effective communication skills, value creation, enhancing customer satisfaction, and social networking. Selling skills and concepts are developed through planning and
SECTION A – Recorded for inclusion in the 2017-18 Undergraduate Catalog

410. PROFESSIONAL SELLING AND CULTURAL PERSPECTIVES (3). Short-term course that joins students from other countries with NIU students to study cultural differences in professional selling in a global economy. … … PRQ: MKTG 350 or and consent of department.

415. GLOBAL SELLING PERSPECTIVES (3). Short-term study-abroad experience to study cultural differences, problems, issues, trends, and practices in professional selling within the international environment. Includes: instruction from faculty in visiting countries; visits to foreign companies; presentations by company sales executives, and discussions with company representatives and international faculty about their selling strategies. Supervised by department faculty member. PRQ: MKTG 350 or and consent of department.

446. SALES MANAGEMENT LEADERSHIP, METRICS, AND APPLICATION (3). Responsibilities and functions of the sales manager including an evaluation of sales organizational structures, recruiting, selecting, testing, and training of salespeople; related topics include compensation plans, controlling expenses, sales forecasting, budgets, routing, quotas, ethics, and motivation. Development of sales leadership for team culture and dynamics, recruiting and selecting sales force, evaluation of representative performance metrics and compensation. Creating value proposition and multi-product portfolio analysis through a series of case study presentations utilizing industry specialists. PRQ: MKTG 350.

455. DATABASE MARKETING AND DATA MINING (3). … … CRQ: MKTG 355 or OMIS 452. PRQ: MKTG 310 or UBUS 310.
Interactive Digital Marketing (12)
Coordinator: Emily Cronauer, Department of Marketing
This certificate is designed for all majors who wish to have a certificate in interactive digital marketing. Interactive digital marketing is the ability to identify the customer, address the customer individually, and then address the customer again in a way that takes into account their unique response. This type of marketing is based in direct marketing principles and facilitated by marketing technology, such as the internet and large-scale customer database applications. A certificate in this area will provide students with an understanding from a managerial as well as technical point of view of how to create, implement, and monitor interactive digital marketing programs using a variety of available marketing technologies.

Professional Selling (12)
The certificate of undergraduate study … … four calendar years. Marketing Courses used to satisfy the requirements for the certificate may also be applied toward an undergraduate degree in marketing. Some courses may have prerequisites that are not part of the certificate curriculum. Students Business majors are encouraged to enroll in MKTG 350 the semester after UBUS 310 or MKTG 310, while non-business majors may opt to take MKTG 310 concurrently with MKTG 350. MKTG 350 is the prerequisite for all other course work with this certificate.

Students earning the certificate in professional selling are required to interview for a seat in MKTG 450 during the semester prior to their intended enrollment. Those who are not selected will be offered the opportunity to take an alternative course in order to complete their certificate requirements.

Students interested in this certificate should … …

Required courses
MKTG 350 – Principles of Selling (3)
MKTG 435+ – Business-to-Business Selling (3)
MKTG 446 – Sales Management (3)
MKTG 450 – Advanced Professional Selling (3)
One of the following (3)
  MGMT 457 – Managerial Negotiations (3)
  MKTG 450+ – Advanced Professional Selling (3)
  MKTG 410 – Professional Selling and Cultural Perspectives (3)
  MKTG 411 – Strategic Selling Perspectives (3)
MKTG 412 – Professional Selling in the Field (3)
MKTG 415 – Global Selling Perspectives (3), with the consent of the department
MKTG 446 – Sales Leadership, Metrics, and Application (3)

Footnote: ^MKTG 435 and MKTG 450 are corequisites.

COLLEGE OF EDUCATION

Department of Counseling, Adult and Higher Education

New Course Page 82, 2015-16 Undergraduate Catalog

CIP CODE: 13.0403

CAHE 422. COLLEGE STUDENT DEVELOPMENT (3). Examines theories regarding college student learning and development including analysis of foundation theories as well as contemporary theories regarding college student development.

Department of Educational Technology, Research and Assessment

Course Revisions Page 102, 2015-16 Undergraduate Catalog

ETT 229. COMPUTERS IN EDUCATION (3). Fundamental operations ……. Not open to students with previous experience with data processing, information systems, or who have taken ETT 429, without permission of their major department.

ETT 429. COMPUTERS IN CLASSROOM TEACHING (3). Survey of …….. educational environment. Not open to students with previous experience in data processing or information systems or students who have taken ETT 229, without permission of their major department.

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Family, Consumer and Nutrition Sciences

Course Revision Page 176, 2015-16 Undergraduate Catalog

343. FAMILY FINANCIAL PLANNING (3). Principles of management as related to family finances. PRQ: STAT 208.

Course Revision Page 178, 2015-16 Undergraduate Catalog
468. CONSUMER BEHAVIOR RELATED TO APPAREL (3). Analysis of … … age groups. PRQ: FCNS 152 with a grade of C or better, FCNS 258 with a grade of C or better, PSYC 102, SOCI 170, STAT 208 or UBUS 223, and at least junior standing

Other Catalog Change Page 167, 2015-160 Undergraduate Catalog

Emphasis 1. Family and Individual Development
↓
Requirements in School (30 36)
FCNS 180 - Personal Development and the Family (3)
FCNS 201 - Human Nutrition (3),
↓
FCNS 484 - Family Theories (3)
Three Four of the following (9 12)
FCNS 180 - Personal Development and the Family (3)
FCNS 398 - Cooperative Education for Family and Individual Development (3)

Requirements outside School (21-23 24-26)
One of the following (3-4)
↓
*PHIL 105 - Critical Reasoning (3)
PSYC 305 - Research Methods (3)
UHHS 350 - Critical Thinking for Health and Human Services Professionals (3)
↓
*STAT 208 - Basic Statistics (3),
OR STAT 301 - Elementary Statistics (4)
UHHS 460 - Introduction to Research in Health and Human Sciences (3),
OR PSYC 305 - Research Methods (3)

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Family, Consumer and Nutrition Sciences

Course Revision Page 176, 2015-16 Undergraduate Catalog

445. MANAGEMENT OF HUMAN AND FAMILY RESOURCES (3). Integration of theory and research for practice related to management of resources by individuals and families. Exploration of multicultural perspectives on resource management. PRQ: FCNS major, FCNS 180 or FCNS 280, and at least junior standing. PRQ: FCNS major; at least junior standing; and a grade of C or better in the following: FCNS 180 or FCNS 280 or PSYC 225, and FCNS 284.
432. THEORIES OF CHILD DEVELOPMENT (3). Analysis of the major theories of child development and their implications in working with young children. **PRQ:** FCNS or ECS major, FCNS 230 or EPS 304 or PSYC 324 and FCNS 280 or PSYC 225 and at least junior standing. **PRQ:** FCNS or ECS major; at least junior standing; and a grade of C or better in the following: FCNS 230 or EPS 304 or PSYC 324; and FCNS 280 or PSYC 225.

484. FAMILY THEORIES (3). Micro and macro theoretical approaches to family relationships; integration and application of theories and research to family processes and the practice of family science and family life education. **PRQ:** FCNS major, FCNS 280 or PSYC 225, and FCNS 284, and at least junior standing. **PRQ:** FCNS major; at least junior standing; and a grade of C or better in the following: FCNS 280 or PSYC 225, and FCNS 284.

COLLEGE OF LIBERAL ARTS AND SCIENCES

College of Liberal Arts and Sciences

ILAS 201. INTRODUCTORY CLINICAL EXPERIENCE (1). Discipline-related early clinical experiences for prospective middle/junior and senior high school teachers. Designed to provide an overview of teaching as a profession and of contemporary problems in public schools. Includes a minimum of 40 clock hours of supervised and formally evaluated participation in a variety of discipline settings within the placement schools, and seminars on relevant topics. Formal sessions on topics such as assessment and evaluation of public school students, classroom management, methods of instruction, multiculturalism, or other current educational issues. S/U grading. **PRQ:** Consent of discipline department.

ILAS 301. SECOND CLINICAL EXPERIENCE (2). Discipline-based early clinical experiences for
prospective middle, junior, and senior high secondary school teachers. Focuses on the practical application of relevant educational theories of adolescent learning, developmental stages of reading, stages of English language acquisition, and differentiated instruction. Includes a minimum of 50-30 clock hours of supervised and formally evaluated participation in the middle school and high placement school instructional settings, and seminars on topics such as lesson planning, assessment and evaluation, diversity, middle school theory and curriculum, reading in the content area, teaching English language learners, and other current educational issues. S/U grading. PRQ: Consent of discipline department.

Department of Biological Sciences

UCIEL Other Catalog Change Page 219, 2015-16 Undergraduate Catalog

Note: Change is for online catalog only. ILAS 301 is already listed as 1 semester hour in the print version.

Department of Biological Sciences (BIOS)

Educator Licensure

Professional Development Phase and Student Teaching

ILAS 201 – Introductory Clinical Experience (1)
ILAS 301 – Second Clinical Experience (2 1)
Students must take 1 credit hour in this course
BIOS 401 – Third Clinical High School/Middle School Experience in Biology (2)

Department of Chemistry and Biochemistry

UCIEL Other Catalog Change Page 226, 2015-16 Undergraduate Catalog

Note: Change is for online catalog only. ILAS 301 is already listed as 1 semester hour in the print version.

Department of Chemistry and Biochemistry (CHEM)

Emphasis 3. Secondary Teaching

Requirements outside Department

ILAS 201 – Introductory Clinical Experience (1)
ILAS 301 – Second Clinical Experience (2 1)
MATH 229 – Calculus I (4)
SECTION A – Recorded for inclusion in the 2017-18 Undergraduate Catalog

Department of English

Department of English (ENGL)

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

Additional Requirements

ILAS 201 – Introductory Clinical Experience (1)
(must be taken concurrently with ENGL 404)
ILAS 301 – Second Clinical Experience (2)
(must be taken concurrently with ENGL 479)
ENGL 482 – Clinical Experience in Secondary English Language Arts (1-2)

Environmental Studies

Environmental Studies (ENVS)

Emphasis 7. Educator Licensure – Environmental Science (95)

Professional education courses (37)

ILAS 201 – Introductory Clinical Experience (1)
ILAS 301 – Second Clinical Experience (2)

Department of Foreign Languages and Literatures

Department of Foreign Languages and Literatures (FL--)

Educator Licensure – Foreign Languages
Clinical Courses

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ILAS 201 – Introductory Clinical Experience (1)
ILAS 301 – Second Clinical Experience (2)

Department of Geology and Environmental Sciences

UCIEL  Other Catalog Change Page 283, 2015-16 Undergraduate Catalog

Department of Geology and Environmental Sciences (GEOL)
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Emphasis 3. Earth and Space Science Education
↓
Requirements outside Department (46-52)
↓
ILAS 201 – Introductory Clinical Experience (1)
ILAS 301 – Second Clinical Experience (2)
MATH 229 – Calculus I (4)

Department of History

Course Deletion Page 292, 2015-16 Undergraduate Catalog

388. PACIFIC ISLES SINCE 1600 (3).

New Course Page 292, 2015-16 Undergraduate Catalog


Other Catalog Change Page 288, 2015-16 Undergraduate Catalog

Major in History (B.A. or B.S.)
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Group B: (… … HIST 387, HIST 388, HIST 389, ….)

Department of Mathematical Sciences
SECTION A – Recorded for inclusion in the 2017-18 Undergraduate Catalog

Department of Mathematical Sciences (MATH)
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Emphasis 5. Mathematics Education
↓
Professional education requirements (23-28)
↓
ILAS 201 – Introductory Clinical Experience (1)
ILAS 301\(^3\) – Second Clinical Experience (≥ 1)
(see footnote 3)
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Department of Physics

Department of Physics (PHYS)
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Educator Licensure Program
↓
Requirements
↓
ILAS 201 – Introductory Clinical Experience (1)
ILAS 301 – Second Clinical Experience (≥ 1)
PHYS 401 – The Professional Physics Teacher (1)
↓