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COLLEGE OF BUSINESS
Department of Management

Major in Management (B.S.)

Students pursuing the B.S. degree in management select one of two emphases: leadership and management or human resource management or entrepreneurship and social responsibility. Students in the leadership and management emphasis are prepared for management trainee, supervisory, or other management positions in a variety of commercial enterprises. This emphasis also enhances students' preparation for entrepreneurial and consulting endeavors. Students in the human resource management emphasis are prepared for entry-level positions as human resource generalists or specialists in a variety of firms. Students in the entrepreneurship and social responsibility emphasis are prepared for business development or entrepreneurship positions in a variety of new and established commercial and/or social enterprises. This emphasis also enhances students' preparation for leadership and consulting endeavors.

Emphasis 3. Entrepreneurship and Social Responsibility

Requirements in Department (25)

- MGMT 227 - Entrepreneurship, Innovation, and Sustainability (3)
  OR MGMT 327 - Creativity, Innovation, and Entrepreneurship (3)
- MGMT 311 - Social Entrepreneurship (3)
- MGMT 335 - Managing Individuals, Teams, and Organizations (3)
- MGMT 346 - Business Communication (3)
- MGMT 355 - Human Resource Management (3)
- MGMT 395 - Career Planning in Management (1)
- MGMT 427 - Entrepreneurship and Business Model Design (3)
  OR MGMT 411 - Entrepreneurship in Microfinance Organizations (3)
  OR MGMT 421 - Global Social Venture Consulting (3)
- MGMT 437 - Entrepreneurship and Business Model Implementation (3)
  OR MGMT 431 - Social Venture Competition (3)

One of the following (3)

- MGMT 457 - Managerial Negotiations (3)
- MGMT 460 - Human Resource Management and Leadership Consulting (3)
- MGMT 467 - Corporate Innovation and Social Responsibility (3)
- MKTG 350 - Principles of Selling (3)
- MKTG 443 - Marketing Research (3)
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Total Hours for Emphasis 3, Entrepreneurship and Social Responsibility: 71-75

Department of Operations Management and Information Systems

Minor in Business Analytics (24-31)

The minor in business analytics is offered to students across campus (all majors) to prepare students to solve complex decision problems in a business environment with a combination of quantitative skills, modeling techniques, and hands-on expertise using current software applications for data driven decision making.

Students with these skills are in high demand in a variety of industries and sectors including accounting, management, marketing, finance, information systems, operations, health care, engineering, and energy. Equipped with a solid technical foundation in data analysis and model-driven management decision making, graduates of the minor will be prepared for successful careers in this growing field.

This minor will help students develop the business analytic skills necessary to compete in today’s “big data” world. Admission in the business analytics minor is competitive based on a student’s overall GPA and a grade of C or better in the pre-admission courses. Students in the minor in business analytics must receive a grade of C or better in all courses.

Students must complete an application for the business analytics minor by the semester deadline. Applications and deadline dates are available in the Department of Operations Management and Information Systems.

Pre-Admission Requirements (9-16)

UBUS 223 - Introduction to Business Statistics (3)
OR STAT 208 - Business Basic Statistics (3)
OR STAT 301 – Elementary Statistics (4)

OMIS 338 - Principles of Operations Management (3)
OR UBUS 310 - Business Core: Lecture (9)

OMIS 351 - Information Systems in Organizations (3)
OR ACCY 310 - Accounting Information Systems (3)

Core Requirements (15)

OMIS 324/STAT 324X - Introduction to Business Data Analytic Tools (3)
OR STAT 324X - Introduction to Business Data Analytic Tools (3)

OMIS 327 - Decision Analysis (3)
OR ACCY 415 - Data Analytics in Accounting (3)
OMIS 452 - Database Management for Business (3)
   OR MKTG 455 - Database Marketing and Data Mining (3)
OMIS 472 - Introduction to Business Intelligence (3)
OMIS 482 - Predictive Business Analytics (3)

COLLEGE OF EDUCATION

Department of Kinesiology and Physical Education

Major in Physical Education/K-12 and 6-12 Educator Licensure (B.S.Ed.)

Total Hours for Major in Physical Education/K-12 and 6-12 Educator Licensure: 81-83

Bot

Minor in Dance Education (26-33)
This minor provides........ education should consult an adviser.

KNDN 264 - Jazz Dance (1/2)
   TH-D 406 - Modern Dance IV (1-2)
Select option 1 for studio dance or option 2 for school dance teaching (6 or 12 1/2)

Option 1 (6)
Course work from the following not used above (2)
   TH-D 205 - Dance Techniques I (1-2)
   KNDN 366 - Dance Production (2)

Option 2 (13)
Course work from the following
   KNDN 220 - Recreational Dance Forms (2)
   KNDN 366 - Dance Production (2)

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

Department of Electrical Engineering

Department of Electrical Engineering (ELE)
The Department of Electrical Engineering … …, and computers.

As a profession, … … curriculum.

Accelerated B.S./M.S. Sequence
The department also offers an accelerated B.S./M.S. sequence that leads to a M.S. in Electrical Engineering and is open to all undergraduate electrical engineering majors who finished at least 90 semester hours of undergraduate work with a minimum GPA of 3.00. A minimum GPA of 3.00 must be maintained during the course of study. Failure to meet the requirements of the accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met. Students who are interested in the B.S./M.S. sequence should refer to the Graduate Catalog for details.

Department of Industrial and Systems Engineering

Department of Industrial and Systems Engineering (ISYE)
The Department of Industrial and Systems Engineering offers a B.S. in industrial and systems engineering and also an integrated accelerated B.S./M.S. sequence in industrial and systems engineering. The department provides access to a variety of courses and facilities, a faculty with diverse industrial experience, and a program which emphasizes practical applications as well as theoretical developments.

Certificate of Undergraduate Study
Students must achieve a minimum of a C in each course applied toward all certificates.

Lean Six Sigma (12)

Department of Mechanical Engineering
The department also offers an integrated accelerated B.S./M.S. Sequence that leads to a M.S. in Mechanical Engineering after students received a B.S. in Mechanical Engineering. With approval, up to three technical electives taken in the last semester of the B.S. can be counted toward the M.S. program. Students who are interested in the B.S./M.S. sequence should refer to the Graduate Catalog for details.

Department of Engineering

406. FACILITIES MANAGEMENT TECHNOLOGY (3). Overview … facilities managers. PRQ: TECH 211 and MATH 155 with a C or better.

411. ENVIRONMENTAL SUSTAINABILITY PRACTICES FOR INDUSTRIAL OPERATIONS (3). Analysis of the … regulations. PRQ: MATH 155 with a C or better, and TECH 245 or TEC 305 or consent of department.

425. PROGRAMMABLE ELECTRONIC CONTROLLERS (3). Basic concepts and skills needed to install, … discrete I/Os. PRQ: MATH 155 with a C or better, TECH 265, and either PHYS 211 or both TECH 175 and TECH 175A, and either TECH 295 or CSCI 215 or CSCI 240 or consent of department.

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Allied Health and Communicative Disorders

Minor in Deafness Rehabilitation (21)
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Military Science 181
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↓
College of Liberal Arts…

An Introduction to NIU

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Accreditation and Affiliation

↓
In the College of Health and Human Sciences, … …. The undergraduate and graduate programs in nursing in the School of Nursing and Health Studies are accredited by the Commission on Collegiate Nursing Education (CCNE) and the master of public health program in the School of Health Studies is accredited by the Council on Education for Public Health (CEPH).

Undergraduate Academic Programs

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Bachelor of Arts (B.A.) and Bachelor of Science (B.S.)
↓
College of Health and Human Sciences
Allied Health and Communicative Disorders (B.S.)
Communicative Disorders (B.S.)
Family, Consumer, and Nutrition Sciences (B.S.)
Health Studies (B.S.)
Nursing and Health Studies (B.S.)
↓
Bachelor of Science in Education (B.S.Ed.)
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↓

College of Health and Human Sciences
Nursing and Health Studies (B.S.)

Admission

Undergraduate Admission
↓
Applicants must meet additional criteria and/or submit additional documents if they wish to be considered for admission to the following units … ….
↓
School of Nursing and Health Studies (nursing)
School of Theatre and Dance (B.F.A. emphasis in acting);
↓

Limited Admissions and Limited Retention Requirements

Nursing Major
(School of Nursing and Health Studies)
The School of Nursing and Health Studies limits the total number of students admitted to the program depending on the resources available. This limitation applies to all applicants seeking admission to the nursing major. Nursing applicants who are not R.N.s must successfully achieve a reading comprehension score in compliance with the School of Nursing and Health Studies standards … ….
↓
To be admitted to and remain in the nursing program, students must meet academic requirements and possess the skills listed as “Essential Performance Components” in the School of Nursing and Health Studies section of this catalog.
↓
[Footnote]
↓
2 Forms for goal and expectancy statements and letters of recommendation are obtained from the School of Nursing and Health Studies.

Educator Licensure Requirements

Educator Licensure Requirements
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IBHE

Academic Department/School
↓
Nursing and Health Studies

Financial Aid and Scholarships

BOT/ IBHE

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School of Nursing and Health Studies
↓

Other Academic Units

BOT/ IBHE

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College of Health and Human Sciences
Doctor of Philosophy (Ph.D.)
↓
School of Nursing and Health Studies
Master of Arts in Teaching (M.A.T.)
   with specialization in Health Education, 6-12 and Middle School
Master of Public Health (M.P.H.)
   with or without specialization in
   Health Promotion
   Health Services Management
Master of Science (M.S.)
   Nursing
Master of Science in Teaching (M.S.T.)
   with specialization in
   Health Education, 6-12
   and Middle School
School of Nursing
Master of Science (M.S.)
   Nursing
   Doctor of Nursing Practice (D.N.P.)

College Section
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School of Family, Consumer, and Nutrition Sciences
↓
School of Health Studies
B.S.Ed. in health education
B.S. in public health

Department of Military Science

School of Nursing and Health Studies
B.S.Ed. in health education
B.S. in nursing
B.S. in public health

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NOTE: The highlighted and struck-out text below does not indicate new and deleted programs. It only indicates where the programs for the proposed School of Health Studies are moving from and to.

School of Health Studies (PHHE)

General Information
The School of Health Studies offers majors in public health (B.S.), and health education (B.S.Ed.), minors in public health and health education, and baccalaureate degree completion. Students interested in one of the school’s majors or minors should contact the college advising office as early as possible. Failure to do so could result in delayed graduation. Majors in the School of Health Studies who are preparing for professional practice may be dismissed from a program on the basis of either academic deficiencies or nonprofessional performance. Specific criteria relating to these areas are made known to each student at the time the professional phase of a program is initiated. Practical field training is required as part of the public health curriculum and student teaching is a required part of the health education curriculum. Students are advised that they are responsible for their own transportation to and from the training facilities and all costs associated with these activities.

Major in Public Health (B.S.)
The public health program prepares students for professional positions in general public health, health administration, environment and health, and health promotion. Depending on their particular interests, graduates will be involved in developing and communicating health information to the public, planning
and managing health service programs and facilities, and investigating and evaluating specific environmental and community health problems. Degree completion in public health is available to practicing health care professionals. See emphasis I for details. Students aspiring to major in public health should contact a program adviser as early as possible, preferably during their freshman year, for an academic advising session. Failure to do so could result in a delayed graduation.

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

**Requirements in School (25-28)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHHE 295</td>
<td>Introduction to Public Health (3)</td>
<td></td>
</tr>
<tr>
<td>PHHE 325</td>
<td>Biostatistical Applications in Public Health (3)</td>
<td></td>
</tr>
<tr>
<td>PHHE 351</td>
<td>Elements of Environmental Health (3)</td>
<td></td>
</tr>
<tr>
<td>PHHE 455</td>
<td>Public Health Epidemiology (3)</td>
<td></td>
</tr>
<tr>
<td>PHHE 461</td>
<td>Public Health and the U.S. Health Care System (3)</td>
<td></td>
</tr>
<tr>
<td>PHHE 467</td>
<td>Public Health Research and Evaluation (3)</td>
<td></td>
</tr>
<tr>
<td>PHHE 469</td>
<td>Principles of Health Planning (3)</td>
<td></td>
</tr>
<tr>
<td>PHHE 487</td>
<td>Public Health Pre Practicum Seminar (1)</td>
<td></td>
</tr>
<tr>
<td>PHHE 489</td>
<td>Practicum in Public Health (3-6)</td>
<td></td>
</tr>
</tbody>
</table>

**Requirements outside School (17-19)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 103</td>
<td>General Biology (3) and BIOS 105 - General Biology Laboratory (1), OR BIOS 208 - Fundamentals of Biology I (3) and BIOS 210 - Fundamentals of Biology I Laboratory (1)</td>
<td></td>
</tr>
<tr>
<td>BIOS 213</td>
<td>Introductory Bacteriology (3), OR BIOS 313 - Microbiology (4)</td>
<td></td>
</tr>
<tr>
<td>*CHEM 110</td>
<td>Chemistry (3) and *CHEM 111 – Chemistry Laboratory (1), OR *CHEM 210 - General Chemistry I (3) and *CHEM 212 - General Chemistry Laboratory I (1)</td>
<td></td>
</tr>
<tr>
<td>ENGL 350</td>
<td>Writing Across the Curriculum (3)</td>
<td></td>
</tr>
<tr>
<td>*MATH 210</td>
<td>Finite Mathematics (3), OR *MATH 211 - Calculus for Business and Social Sciences (3), OR *MATH 229 - Calculus I (4)</td>
<td></td>
</tr>
</tbody>
</table>

One of the following emphases: General Public Health, Health Administration, Environment and Health, or Health Promotion

**Emphasis 1. General Public Health**

The general public health emphasis allows students to complete a broad educational foundation in public health while choosing a minor outside the school, or qualifying for the public health degree completion program.
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Requirements in School (9)
PHHE 315 - Introduction to Health Promotion (3)
Two of the following (6)
PHHE 431 - Applied Health Promotion Programming (3)
PHHE 433 - Principles of Long-term Care Administration (3)
PHHE 435 - Ethical Decision Making for Health Professionals (3)
PHHE 437 - Assessment, Treatment and Prevention of Drug and Alcohol Addiction (3)
PHHE 439 - Funding for Programs in Public Health (3)
PHHE 441 - Introduction to Health Care Administration (3)
PHHE 451 - Economic Issues in Public Health (3)
PHHE 453 - Financial Management of Health Care Organizations (3)
PHHE 463 - Public Health Informatics (3)

Requirements outside School (21-39)
*BIOS 109 - Human Biology (3), OR BIOS 357 - Human Anatomy and Physiology (5)
*SOCI 170 - Introduction to Sociology (3), OR *SOCI 250 - Contemporary Social Institutions (3)
One of the following (3)
SOCI 356 - Health, Aging, and Society (3)
SOCI 451 - Medical Sociology (3)
SOCI 482 - Sociology of Death and Dying (3)
UHHS 465 - Issues in Gerontology (3)
One of the following designations (12-30)

A minor offered by the School of Family, Consumer, and Nutrition Sciences, or a minor in biological sciences, chemistry, communication studies, communicative disorders, gerontology, environmental management systems, military science, community leadership and civic engagement, environmental studies, Spanish, or psychology.

OR Qualified for the public health degree completion program.

B.S. in Public Health Degree Completion Program
The B.S. public health degree completion program in the general public health emphasis is designed to award credit to practicing health care professionals for their recent education and previous learning experiences in the fields of dental hygiene, respiratory care, radiologic technology, long-term care administration, health information technology, nursing, occupational therapy assistant, physical therapy assistant, speech-language pathology assistant, and surgical technology. With the consent of the departmental adviser, up to 25 semester hours of credit in PHHE 481 may be applied to the area of study in applied professional health sciences. The credit will be held in “escrow” and will be posted to the student’s
transcript upon the completion of all designated 400-level course work for the public health major, at
which time the student will receive credit in PHHE 487, PHHE 489, variable credit in PHHE 481, as well
as credit to be determined by the department based on professional course work of the student. Students in
this program are exempt from the 30 semester hour university residence requirement. Students interested in
the B.S. in public health degree completion program should contact a program adviser for a pre-admission
interview and course counseling session.

**Total Hours for Emphasis 1, General Public Health: 72-95**

**Emphasis 2. Health Administration**
The health administration emphasis teaches students administrative, supportive, planning, and assessment
skills that prepares students for careers in managed-care settings; long-term care; hospitals; federal, state,
and community health agencies, and other health-related organizations. With appropriate electives,
students qualify to take the Illinois Nursing Home Administrators Licensing Examination. For details
contact the public health program office.

**Requirements in School (15)**
- PHHE 441 - Introduction to Health Care Administration (3)
- PHHE 451 - Economic Issues in Public Health (3)
- PHHE 453 - Financial Management of Health Care Organizations (3)
- Two of the following (6)
  - PHHE 315 - Introduction to Health Promotion (3)
  - PHHE 431 - Applied Health Promotion Programming (3)
  - PHHE 433 - Principles of Long-term Care Administration (3)
  - PHHE 435 - Ethical Decision Making for Health Professionals (3)
  - PHHE 437 - Assessment, Treatment and Prevention of Drug and Alcohol Addiction (3)
  - PHHE 439 - Funding for Programs in Public Health (3)
  - PHHE 463 - Public Health Informatics (3)

**Requirements outside School (30-36)**
- ACCY 288 - Fundamentals of Accounting (3),
  OR ACCY 206 - Introductory Financial Accounting (3), and ACCY 207 - Introductory Cost
  Management (3)
- *BIOS 109 - Human Biology (3),
  OR BIOS 357 - Human Anatomy and Physiology (5)
- *ECON 260 - Principles of Microeconomics (3)
- FINA 320 - Principles of Finance (3),
  OR OMIS 338 - Principles of Operations Management (3)
- MGMT 333 - Principles of Management (3)
- MKTG 310 - Principles of Marketing (3)
- *PSYC 102 - Introduction to Psychology (3)
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*SOCI 170 - Introduction to Sociology (3),
   OR *SOCI 250 - Contemporary Social Institutions (3)
SOCI 356 - Health, Aging, and Society (3),
   OR SOCI 451 - Medical Sociology (3),
   OR SOCI 482 - Sociology of Death and Dying (3),
   OR UHHS 465 - Issues in Gerontology (3)
UBUS 223 - Introduction to Business Statistics (3),
   OR STAT 301 - Elementary Statistics (4)
**Total Hours for Emphasis 2, Health Administration: 87-98**

Emphasis 3, Environment and Health
The requirements in the school for the environment and health emphasis prepare students to work in a variety of environmental settings that focus on eliminating health disparities of the public.

**Requirements in School (9-10)**
PHHE 315 - Introduction to Health Promotion (3)
Two of the following (6-7)
   PHHE 409X - Water Quality (4)
   PHHE 431 - Applied Health Promotion Programming (3)
   PHHE 435 - Ethical Decision Making for Health Professionals (3)
   PHHE 439 - Funding for Programs in Public Health (3)
   PHHE 441 - Introduction to Health Care Administration (3)
   PHHE 451 - Economic Issues in Public Health (3)
   PHHE 453 - Financial Management of Health Care Organizations (3)
   PHHE 463 - Public Health Informatics (3)

**Requirements outside School (28-31)**
CHEM 230 - Introductory Organic Chemistry (3) and CHEM 231 - Introductory Organic Chemistry Laboratory (1)
GEOG 253 - Environment and Society (3)
   *PHYS 150 - Physics (3),
   OR *PHYS 150A - Physics (4),
   OR *PHYS 210 - General Physics I (4)
   *TECH 245 - Pollution Prevention and Sustainable Production (3)
   Two of the following:
   GEOG 256 - Maps and Mapping (3)
   GEOG 302 - Soil Science (4)
   GEOG 303 - Water Resources and the Environment (3)
   GEOG 432 - Geography of Health (3)
   Two of the following:
Emphasis 4. Health Promotion
The requirements for the health promotion emphasis prepare students to become health educators in health care or social assistance settings. They educate individuals and communities about behaviors that can prevent diseases, injuries, and other health issues. In addition, the health promotion emphasis prepares students to take the Certified Health Education Specialist Exam (CHES) given by the National Commission for Health Education Credentialing, Inc.

Requirements in School (18)
PHHE 304 - Drug Use and Abuse (3),
   OR PHHE 437 - Assessment, Treatment, and Prevention of Drug and Alcohol Addiction (3)
PHHE 306 - Human Sexuality (3)
PHHE 315 - Introduction to Health Promotion (3)
PHHE 431 - Applied Health Promotion Programming (3)
One of the following (3)
PHHE 408 - Mental and Emotional Health (3)
PHHE 410 - Death Education (3)
PHHE 412 - Consumer Health (3)
One of the following (3)
PHHE 433 - Principles of Long-term Care Administration (3)
PHHE 435 - Ethical Decision Making for Health Professionals (3)
PHHE 439 - Funding for Programs in Public Health (3)
PHHE 441 - Introduction to Health Care Administration (3)
PHHE 451 - Economic Issues in Public Health (3)
PHHE 453 - Financial Management of Health Care Organizations (3)
PHHE 463 - Public Health Informatics (3)

Requirements outside School (12)
*BIOS 109 - Human Biology (3),
   OR BIOS 357 - Human Anatomy and Physiology (5)
*FCNS 201 - Human Nutrition (3),
   OR FCNS 406 - Global and Nutrition Issues (3)
*SOCI 170 - Introduction to Sociology (3),
   OR *SOCI 250 - Contemporary Social Institutions (3)
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SOCI 356 - Health, Aging, and Society (3),
OR SOCI 451 - Medical Sociology (3),
OR SOCI 482 - Sociology of Death and Dying (3),
OR *FCNS 280 - Human Development, the Family, and Society (3),
OR UHHS 465 - Issues in Gerontology (3),
OR *PSYC 225 - Lifespan Development: Childhood through Adulthood (3)

Total Hours for Emphasis 4, Health Promotion: 72-79

Major in Health Education (B.S.Ed.)
Graduates with a B.S.Ed. in health education are qualified to apply for educator licensure and to teach in public or private schools. Those completing the 6-12 entitlement program leading to licensure are eligible to be licensed to teach grades 6-12. In addition to teaching within the major, graduates of this program may also be qualified to teach other academic areas based on approved minors leading to endorsements. Approved minors extend professional competencies while allowing flexible teaching options for middle and secondary schools. Students are encouraged to complete an endorsement or a recognized minor in an area such as biology, English, foreign language (French, German, or Spanish), science, mathematics, physical education, psychology, or a social science.

The B.S.Ed. in health education is the initial professional degree for licensed health educators. Primary emphasis is placed on development of the knowledge, concepts, clinical experiences, and professional competencies required of a health education teacher in public and private schools. Successful completion of the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency is required for entry into the health education educator licensure program. The test bulletins and applications are available at the Office of Testing Services and in the public health and health education programs office. Students who intend to enter a educator licensure program need to take the ILTS Test of Academic Proficiency at the earliest possible date. All students seeking admission to the health education educator licensure program are required to have a minimum cumulative GPA of 2.75, a grade of C or better in PHHE 220, and pass the ILTS Test of Academic Proficiency. These requirements must be met prior to admission to PHHE 300. Admission to PHHE 300 constitutes admission to the health education educator licensure program. Students must maintain a minimum cumulative GPA of 2.75 and must obtain a grade of C or better in each of the following courses for retention in the health education educator licensure program: FCNS 201 or FCNS 405, and PHHE 300, PHHE 402, PHHE 404, PHHE 406, and PHHE 408, PHHE 410, PHHE 412 or PHHE 472. Students are encouraged to maintain close contact with their adviser as the educator licensure program in health education is tightly sequenced.

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

Requirements in School (40-42)
PHHE 206 - Contemporary Health Concepts (3)
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PHHE 220 - Introduction to Health Education (3)
PHHE 300 - Health Education in the Middle and High School (3)
PHHE 400 - Methods and Materials in School Health Education (3)
PHHE 402 - Community Health Programs and Issues (3)
PHHE 404 - Drug Education (3)
PHHE 406 - Sexuality Education (3)
PHHE 408 - Mental and Emotional Health (3)
PHHE 482 - Clinical/Field Experience in Health Education (1-3)
PHHE 484 - Middle School Student Teaching in Health Education (6)
PHHE 486 - Secondary School Student Teaching in Health Education (6)
One of the following (3)
PHHE 302 - Colloquium in School Health Education (3)
PHHE 304 - Drug Use and Abuse (3)
PHHE 306 - Human Sexuality (3)
PHHE 410 - Death Education (3)
PHHE 412 - Consumer Health (3)
PHHE 472 - Current Issues: Health Education (1-3)

Requirements outside School (37-41)
BIOS 311 - Functional Human Anatomy (4),
  OR BIOS 357 - Human Anatomy and Physiology (5)
EPFE 400 - Foundations of Education (3),
  OR EPFE 321 - History of American Education (3),
  OR EPFE 410 - Philosophy of Education (3)
EPS 406 - Issues in Human Development and Learning in the Middle School and High School Years (3)
EPS 419 - The Middle School (3)
ETR 440 - Secondary Classroom Assessment (3)
ETT 229 - Computers in Education (3),
  OR pass ETT proficiency examination (0)
ETT 402 - Teaching and Learning with Technology (3)
*FCNS 201 - Human Nutrition (3),
  OR FCNS 405 - Child Health and Nutrition (3)
LTIC 301 - Teaching with a Multicultural Perspective (3)
LTRE 310 - Teaching Reading in the Secondary School (3),
  OR LTRE 311 - Content Area Literacy Instruction (3)
PSYC 225 - Lifespan Development: Childhood Through Adulthood (3),
  OR PSYC 219 - Positive Psychology (3)
TLCI 422 - Middle School Organization and Instruction (3)
SESE 457 - Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)
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Additional Requirements
See “Educator Licensure Requirements” and health education educator licensure coordinator.

Total Hours for Major in Health Education (B.S.Ed.): 77-83

Minor in Public Health (18)
The minor in public health is recommended for students in the social, behavioral, and physical sciences; education; or other fields who wish to understand the basic principles, methods, and practices of public health. The program reserves the right to limit the number of minors accepted in any term due to class size limitations. Nursing and health education majors are eligible to complete this minor.

Requirements (18)
PHHE 295 - Introduction to Public Health (3)
PHHE 315 - Introduction to Public Health Programs and Issues (3)
PHHE 455 - Public Health Epidemiology (3)
PHHE 461 - Principles of the Organization of Public Health and Health Care Programs (3)
Two of the following (6)
AHCD 318 - Medical Terminology (3)
PHHE 351 - Elements of Environmental Health (3)
PHHE 431 - Applied Health Promotion Programming (3)
PHHE 437 - Assessment, Treatment, and Prevention of Drug and Alcohol Addiction (3)
PHHE 439 - Funding for Programs in Public Health (3)
PHHE 451 - Economic Issues in Public Health (3)
PHHE 453 - Financial Management of Health Care Organizations (3)
PHHE 467 - Public Health Research and Evaluation (3)
PHHE 469 - Principles of Health Planning (3)

Minor in Health Education (32)
This minor prepares the student for health education teaching positions in schools. It also can serve as a foundation for further academic work in school health services and instruction, and in maintenance of a healthful school environment. The minor is designed to meet the minimum standards of the state of Illinois for health educators. Students in a teaching major are permitted to declare this program as a minor. Students planning to minor in health education must have a minimum cumulative GPA of 2.75, a grade of C or better in PHHE 220, and passed the ILTS Test of Academic Proficiency prior to enrolling in 300-level professional health education courses.

Students should plan their programs of study in cooperation with faculty in health education.

PHHE 220 - Introduction to Health Education (3)
PHHE 300 - Health Education in the Middle and High School (3)
PHHE 400 - Methods and Materials in School Health Education (3)
PHHE 402 - Community Health Programs and Issues (3)
PHHE 404 - Drug Education (3)
PHHE 406 - Sexuality Education (3)
PHHE 408 - Mental and Emotional Health (3)
TLCI 422 - Middle School Organization and Instruction (3)
One of the following (3)
*FCNS 201 - Human Nutrition (3),
  OR FCNS 405 - Child Health and Nutrition (3)
PHHE 302 - Colloquium in School Health Education (3)
PHHE 304 - Drug Use and Abuse (3)
PHHE 306 - Human Sexuality (3)
PHHE 410 - Death Education (3)
PHHE 412 - Consumer Health (3)
PHHE 472 - Current Issues: Health Education (1-3)

Health Studies Faculty
Nailya Almagambetova, Ph.D., Syracuse University, assistant professor
Jaeyong Bae, Ph.D., Emory University, assistant professor
Lucy Bilaver, Ph.D., University of Chicago, assistant professor
Wendy Bostwick, Ph.D., University of Illinois, Chicago, associate professor
James R. Ciesla, Ph.D., University of South Carolina, professor, interim chair
Carolinda Douglass, Ph.D., RAND Graduate School of Policy Studies, professor
Sarah Geiger, Ph.D., West Virginia University, assistant professor
Jennifer Gray, Ph.D., University of Illinois, Chicago, associate professor
Lynn Herrmann, Ph.D., University of Illinois, Urbana-Champaign, assistant professor
Arlene Keddie, Ph.D., University of Texas, associate professor
Jinsook Kim, Ph.D., University of California-Los Angeles, associate professor
Tomoyuki Shibata, Ph.D., University of Miami, associate professor
David Stone, Ph.D., Boston University, associate professor
Ping Yao, Ph.D., University of Missouri, Columbia, associate professor

Department of Military Science (MILS)
↓
School of Nursing and Health Studies (NURS, PHHE)
Admission to the major in nursing in the School of Nursing and Health Studies is limited. See “Limited Admissions and Limited Retention Requirements” in the Admission section of this catalog.
The School of Nursing and Health Studies offers majors in nursing (B.S.), public health (B.S.), and health education (B.S.Ed.), minors in public health and health education, and baccalaureate degree completion…
Majors in the School of Nursing and Health Studies who are preparing for professional practice may be dismissed from a program on the basis of either academic deficiencies or nonprofessional performance.

Nursing Program
The School of Nursing and Health Studies offers the B.S. degree with a major in nursing, successful completion of which qualifies the graduate to take the National Council Licensure Examination (NCLEX-RN) required for licensure as a registered professional nurse (R.N.).

Academic Standing
Nursing applicants and nursing majors... A nursing student who receives two grades of D or F or U in any combination of NURS courses will be dismissed from the School of Nursing and Health Studies...

Off-Campus Degree R.N.-B.S. Courses
Registered nurses who are seeking... Students wishing additional information should contact the School of Nursing and Health Studies.

Public Health and Health Education Programs
General Information
Practical field training is... with these activities.

Major in Public Health (B.S.)
The public health program... graduation. The student learning outcomes for this degree are located at www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

Requirements in School (25-28)
PHHE 295—Introduction to Public Health (3)
PHHE 489—Practicum in Public Health (3-6)

Requirements outside School (17-19)
BIOS 103—General Biology (3) and BIOS 105—General Biology Laboratory (1),

One of the following emphases: General Public Health, Health Administration, Environment and Health, or Health Promotion

Emphasis 1. General Public Health
The general public health emphasis allows students to complete a broad educational foundation in public health while choosing a minor outside the school, or qualifying for the public health degree completion program.
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

Requirements in School (9)
PHHE 315—Introduction to Health Promotion (3)
Two of the following (6)
PHHE 431—Applied Health Promotion Programming (3)
PHHE 463—Public Health Informatics (3)

Requirements outside School (21-39)
*BIOS 109—Human Biology (3),
UHHS 465—Issues in Gerontology (3)
One of the following designations (12-30)
A minor offered by the School of Family, Consumer, and Nutrition Sciences, or a minor in biological sciences, chemistry, communication studies, communicative disorders, gerontology, environmental management systems, military science, community leadership and civic engagement, environmental studies, Spanish, or psychology.
OR Qualified for the public health degree completion program.

B.S. in Public Health Degree Completion Program
The B.S. public health degree … course counseling session.
Total Hours for Emphasis 1, General Public Health: 72-95

Emphasis 2. Health Administration
The health administration … health program office.

Requirements in School (15)
PHHE 441—Introduction to Health Care Administration (3)
PHHE 463—Public Health Informatics (3)

Requirements outside School (30-36)
ACCY 288—Fundamentals of Accounting (3),
OR STAT 301—Elementary Statistics (4)
Total Hours for Emphasis 2, Health Administration: 87-98

Emphasis 3. Environment and Health
The requirements in the school for the environment and health emphasis prepare students to work in a variety of environmental settings that focus on eliminating health disparities of the public.
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Requirements in School (9-10)
PHHE 315 — Introduction to Health Promotion (3)
Two of the following (6-7)
PHHE 409X — Water Quality (4)
↓
PHHE 463 — Public Health Informatics (3)

Requirements outside School (28-31)
CHEM 230 — Introductory Organic Chemistry (3) and CHEM 231 — Introductory Organic Chemistry Laboratory (1)
↓
TECH 435 — Legal Aspects of Safety (3)
One course in science approved by the public health adviser (3-4)
Total Hours for Emphasis 3, Environment and Health: 79-88

Emphasis 4, Health Promotion
The requirements for the ........ Credentialing, Inc.

Requirements in School (18)
PHHE 304 — Drug Use and Abuse (3),
↓
PHHE 463 — Public Health Informatics (3)

Requirements outside School (12)
*BIO 109 — Human Biology (3),
↓
OR *PSYC 225 — Lifespan Development: Childhood through Adulthood (3)
Total Hours for Emphasis 4, Health Promotion: 72-79

Major in Health Education (B.S.Ed.)
Graduates ........ at the earliest possible date.

All students seeking admission ........ adviser as the educator licensure program in health education is tightly sequenced.

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

Requirements in School (40-42)
PHHE 206 — Contemporary Health Concepts (3)
↓
PHHE 486 – Secondary School Student Teaching in Health Education (6)  
One of the following (3)  
PHHE 302 – Colloquium in School Health Education (3)  
PHHE 304 – Drug Use and Abuse (3)  
PHHE 306 – Human Sexuality (3)  
PHHE 410 – Death Education (3)  
PHHE 412 – Consumer Health (3)  
PHHE 472 – Current Issues: Health Education (1–3)  

Requirements outside School (37–41)  
BIOS 311 – Functional Human Anatomy (4),  
†  
SESE 457 – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)  

Additional Requirements  
See “Educator Licensure Requirements” and health education educator licensure coordinator.  

Total Hours for Major in Health Education (B.S.Ed.): 77–83

Minor in Public Health (18)  
The minor in public health is recommended for students in the social, behavioral, and physical sciences; education; or other fields who wish to understand the basic principles, methods, and practices of public health. The program reserves the right to limit the number of minors accepted in any term due to class size limitations. Nursing and health education majors are eligible to complete this minor.  

Requirements (18)  
PHHE 295 – Introduction to Public Health (3)  
†  
PHHE 461 – Principles of the Organization of Public Health and Health Care Programs (3)  
Two of the following (6)  
AHCD 318 – Medical Terminology (3)  
†  
PHHE 469 – Principles of Health Planning (3)  

Minor in Health Education (32)  
This minor prepares the student in cooperation with faculty in health education.  
KNPE 262 – First Aid and CPR (2)  
†  
TLCI 422 – Middle School Organization and Instruction (3)  
One of the following (3)  
FCNS 201 – Human Nutrition (3),
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↓
PHHE 472 – Current Issues: Health Education (1-3)
↓
Nursing and Health Studies Faculty
Jan Strom, Ph.D., University of Illinois, Chicago, professor, chair
Maryann Abendroth, Ph.D., University of Florida, assistant professor
Nailya Almagambetova, Ph.D., Syracuse University, assistant professor
Jaeyong Bae, Ph.D., Emory University, assistant professor
Laura Beamer, DNP, Purdue University, assistant professor
Lucy Bilaver, Ph.D., University of Chicago, assistant professor
Derryl Block, Ph.D., University of Pennsylvania, professor
Wendy Bostwick, Ph.D., University of Illinois, Chicago, assistant professor
Karen Brandt, Ph.D., University of Illinois, Chicago, associate professor
Pat Braun, D.Sc., Rocky Mountain University, assistant professor
Catherine Carlson, Ph.D., Indiana University, associate professor
Jie Chen, Ph.D., University of Cincinnati, assistant professor
James R. Ciesla, Ph.D., University of South Carolina, professor
Manju Daniel, Ph.D., Rush University, assistant professor
Carolinda Douglass, Ph.D., RAND Graduate School of Policy Studies, professor
Sarah Geiger, Ph.D., West Virginia University, assistant professor
Jennifer Gray, Ph.D., University of Illinois, Chicago, associate professor
Joanne Haeffele, Ph.D., University of Utah, assistant professor
Lynn Herrmann, Ph.D., University of Illinois, Urbana-Champaign, assistant professor
Judith E. Hertz, Ph.D., University of Texas at Austin, professor
Kari Hickey, Ph.D., Illinois State University, assistant professor
Arlene Keddie, Ph.D., University of Texas, associate professor
Jinsook Kim, Ph.D., University of California-Los Angeles, associate professor
Mary Koren, Ph.D., Rush University, associate professor
Catherine Maney, Ed.D., Northern Illinois University, assistant professor
Kathleen Musker, Ph.D., Loyola University, assistant professor
Nancy Oldenburg, Ed.D., Northern Illinois University, associate professor
Christina Papdimitriou, Ph.D., Boston University, associate professor
Donna Plonczynski, Ph.D., University of Illinois, Chicago, associate professor
Jeanette Rossetti, Ed.D., Northern Illinois University, associate professor
Tomoyuki Shibata, Ph.D., University of Miami, assistant professor
David Stone, Ph.D., Boston University, associate professor
Ping-Yao, Ph.D., University of Missouri, Columbia, assistant professor

COLLEGE OF LIBERAL ARTS AND SCIENCES
Environmental Studies

Pres. Baker


This emphasis is designed to give students broad exposure to how the environment is represented and researched in the social sciences and humanities. This includes a wide-ranging examination of environmental issues through time and from diverse perspectives in order to provide students the ability to better understand and critically assess contemporary environmental challenges. An underlying theme is the critical examination of the notion of sustainability as a potential principle underlying and guiding human interaction with the environment. Throughout the emphasis, issues of sustainability as they relate to rural/urban linkages will be emphasized.

In this emphasis, students will study environmental issues through time and from diverse perspectives, preparing them to better understand and critically assess contemporary environmental challenges. The emphasis gives students broad exposure to how the environment is represented and researched in the social sciences and humanities. Throughout the emphasis, students will critically examine the notion of sustainability as a potential principle underlying and guiding human interaction with the environment. Students will investigate local and global manifestations of environmental problems and explore how rural/urban linkages influence sustainability.

**Emphasis 5. Non-Government Organization (33-34)**

This emphasis is linked with ... environmental or energy issues.

**Requirements outside Environmental Studies (9)**

- CLCE 100 – Community Leadership and Civic Engagement (3)
- CLCE 410 – Nonprofits and Community Engagement (3)
- POLS 326 – Nonprofit Management (3)
  OR PSPA 326X – Nonprofit Management (3)

Select three of the following foundations courses (9)

- ANTH 329 – Anthropology and Contemporary World Problems (3)
- PSPA 402 – Resource Strategies for Nonprofit Organizations (3)
  OR MGMT 402X – Resource Strategies for Nonprofit Organizations (3)

Select at least two of the following communication and writing courses (6)

- COMS 304 – Introduction to Persuasion Theory (3)
- **COMS 305 – Communication and Persuasion (3)**

Select one of the following science, engineering, and technology courses (3-4)
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BIOS 106 – Environmental Biology (3)

Select two of the following humanities and social sciences courses (6)

ANTH 343 – Extinction: Where the Wild Things Were (3)

OR ENVS 343X – Extinction: Where the Wild Things Were (3)

SOCI 364 – Environmental Sociology (3)

Emphasis 6. Water Sciences (37-41)

Emphasis 7. Educator Licensure - Environmental Science (95)

Pres. Baker

Other Catalog Change Page 306, 2015-16 Undergraduate Catalog

Major in Community Leadership and Civic Engagement (B.A. or B.S.)

Emphasis 2. Arts and Humanities Culture

Emphasis 3. Social Enterprise

Department of Political Science

APASC Other Catalog Change Page 329, 2015-16 Undergraduate Catalog

Department of Political Science (POLS)

Accelerated B.S. or B.A./J.D. Program in Political Science and the College of Law

Accelerated B.A. or B.S./MPA in Political Science and Public Administration

Admission

This program leads to both the B.S. or B.A. in Political Science and the Master of Public Administration (M.P.A.) degrees. Students who want to complete this program must identify themselves to the Political Science Department as majors who will complete the accelerated program with a Politics emphasis. The program is open to all undergraduates who major in Political Science; have completed at least 96 credit hours of undergraduate coursework; and meet the Department of Political Science’s Degree with Honors requirements (see below). Students who have met these standards in their B.A. or B.S. degree in Political Science must also apply for admission to the NIU’s M.P.A. program no later than February 1st of the
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applicant’s junior year. Students must meet the application deadlines given by the Graduate School. To qualify for this program, applicants must meet each of the following at the time of application to the MPA program:

- Have completed POLS 100 or POLS 150 with a grade of B or higher
- Have completed POLS 340 with a grade of B or higher
- Have completed POLS 331/PSPA 331x with a grade of B or higher.
- Participate in an oral interview with a faculty or staff member of the Department of Public Administration.

Admission will be on a competitive basis, and the likelihood of admission will depend on the number and quality of applicants to the program, the number and quality of applicants to the MPA program in general, as well as other factors normally considered in admissions decisions by the admissions committee of the Department of Public Administration.

Curriculum

Students must complete all the requirements for the Political Science B.A. or B.S. degrees as well as all general education requirements (96 hours in total) by the end of their junior year. Beginning with the first semester of their senior year, students will start taking classes in the M.P.A. program as well as complete undergraduate departmental honors. These courses will count toward the final 24 credits of the undergraduate degree. Upon receiving their undergraduate degree, students will then follow the standard timetable for receiving the M.P.A. in Public Administration. Students in the Accelerated Political Science/M.P.A. program are not bound by the university policy that prohibits students from earning more than 50 credit hours in their major.

COLLEGE OF VISUAL AND PERFORMING ARTS

School of Art

All University Sections

University Graduation Requirements

*UCC Other Catalog Changes: 2015-16 Undergraduate Catalog

Knowledge Domain Requirements and Course Descriptions

- ARTE 109. STRATEGIC VISUAL THINKING (3). Investigation of the role of visual design in the presentation of quantitative information in order to promote vigorous dialogue around the interactions of complex data streams, and this fosters robust decision making. Introduction to social science research
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

through data collection, quantitative analysis, and interpretation as students complete their own original survey research.

Introduction to research through visualization of quantitative thinking. Course covers descriptive and inferential statistical analysis, development of testable hypotheses related to observation of the natural world, data collection, and comparison of results to other published research. Through principles of visual thinking, students design digital cognitive graphics to ethically communicate data-driven findings from the implications of multiple, interactive quantitative datasets.

*Note: This still needs to be approved by the UCC, which tabled this item at the 12/3/15 meeting.

Limited Admissions and Limited Retention Requirements

Art and Design Education

(School of Art and Design)
The School of Art and Design limits … … into the licensure program. Students must receive a grade of C or better in all major course requirements. Students must have a minimum 2.75 GPA in all NIU and transfer courses to enroll in art education courses, and They must have a minimum of 2.50 GPA in all NIU courses to obtain educator license, entitlement for teacher-educator licensure in the state of Illinois.

School Sections

APASC Course Revision: 2015-16 Undergraduate Catalog

ARTD 303. VIDEO ART (4). Concepts and techniques of video art. PRQ: successful completion of portfolio review in any area in the School of Art, or consent of school.

ARTD 468. ADVANCED PHOTOGRAPHIC MEDIA (4). Advanced projects in photographic media. Topics announced. May be repeated for credit. PRQ: ARTD 413 or ARTD 419 and successful completion of portfolio review in Photography.

ARTD 469. PROBLEMS IN PHOTOGRAPHY (4). Advanced individual work in photographic media with emphasis on experimentation and artistic expression. May be repeated to a maximum of 12 semester hours. PRQ: ARTD 413 or ARTD 419 and successful completion of portfolio review in Photography.

*UCC Course Revision: 2015-16 Undergraduate Catalog
ARTE 109. STRATEGIC VISUAL THINKING (3). Investigation of the role of visual design in the presentation of quantitative information in order to promote vigorous dialogue around the interactions of complex data streams, and this fosters robust decision making. Introduction to social science research through data collection, quantitative analysis, and interpretation as students complete their own original survey research.

Introduction to research through visualization of quantitative thinking. Course covers descriptive and inferential statistical analysis, development of testable hypotheses related to observation of the natural world, data collection, and comparison of results to other published research. Through principles of visual thinking, students design digital cognitive graphics to ethically communicate data-driven findings from the implications of multiple, interactive quantitative datasets.

*Note: This still needs to be approved by the UCC, which tabled this item at the 12/3/15 meeting.