Received by the Undergraduate Coordinating Council December 3, 2015 with the exception noted in CVPA #1

COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
Second Meeting/2015-16 Academic Year
November 12, 2015
Approved


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

Guests: D. Ballantine (LAS Curricular Dean), B. Henry (HHS Curricular Dean)

CUC Chair Lenczewski called the meeting to order and introductions were made.

APPROVAL OF AGENDA

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

ANNOUNCEMENTS

1. Items previously in Section B, now reported for inclusion in the catalog (Section C). These are items previously approved by the CUC, but which needed approval from at least one other body (e.g., Board of Trustees, IBHE, etc.).

CONSENT AGENDA

Jaffee made a motion, seconded by Hunt, to APPROVE THE CONSENT AGENDA. The motion passed unanimously. The following college minutes with no undergraduate-level curricular items were so received.

   College of Education #1
   College of Health and Human Sciences #1
   College of Health and Human Sciences #3
   College of Health and Human Sciences #5

The following college minutes with undergraduate-level curricular items were so received.

   College of Business #1
   College of Education #2 (pending APASC approval)
   College of Education #4
   College of Engineering and Engineering Technology #1
   College of Engineering and Engineering Technology #2
   College of Health and Human Sciences #2
   College of Health and Human Sciences #4
College of Health and Human Sciences #6
College of Liberal Arts and Sciences #4 (pending Pres. Baker and BOT approval)

COLLEGE MINUTES AND OTHER CURRICULAR ITEMS FOR DISCUSSION

College of Business #2  New courses, OMIS 324 and OMIS 482, were noted, as well as a new minor in Business Analytics. The size of the minor was discussed. It was noted that, while this minor requires more hours than the average minor, it’s not unusual. Aase added that several of the courses required for the minor are also required for other business majors. Gray made a motion, seconded by Kilaparti, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF BUSINESS #2 (9/22/15). Motion passed unanimously.

College of Business #3  New courses, MGMT 227, MGMT 467, and MGMT 481, were noted, as well as a new emphasis (Entrepreneurship and Social Responsibility) for the management degree. Schnizlein asked about several course revisions, which will now allow sophomores to enroll in the courses. He wondered if sophomores would have met the prerequisites. Aase responded that the content they need to succeed in the courses in question is covered in earlier course work. Hunt made a motion, seconded by Garver, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF BUSINESS #3 (10/6/15) PENDING BOT APPROVAL. Motion passed unanimously.

College of Business #4  These minutes were off of the consent agenda for a new certificate, but it was noted that the proposal is for a certificate of graduate study. Aase made a motion, seconded by Gray, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF BUSINESS #4 (10/20/15). Motion passed unanimously.

College of Education #3  New courses, ETT 211, KNPE 303, and EPFE 440, were noted. Lenczewski noted that several of these new courses are also being proposed as new general education courses for a Pathway. The BOT will need to approve the deletion of the minor in Dance Education. Schnizlein made a motion, seconded by Aase, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF EDUCATION #3 (10/6/15) PENDING BOT APPROVAL. Motion passed unanimously.

College of Education #5  New courses ETT 234 and SEVI 486, were noted. Hunt made a motion, seconded by Kilaparti, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF EDUCATION #5 (10/27/15) PENDING PRES. BAKER APPROVAL. Motion passed unanimously.

College of Engineering &

New courses, MEE 382 and MEE 427, were noted. It was reported that several items need APASC approval, and those items should go to APASC in December.
Gray made a motion, seconded by Kilaparti, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY #3 (10/9/15) PENDING APASC APPROVAL. Motion passed unanimously.

New course, UEET 481X was noted, as well as new language for the accelerated degree in electrical engineering. Lenczewski said that she asked Omar Ghrayeb, the college’s curricular dean, for a four-year degree plan, but there was discussion that this program is not intended to be completed in four years. It was noted that there are enough electives for students to take graduate courses for undergraduate credit in their final year. Hunt made a motion, seconded by Kilaparti, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY #4 (10/16/15) PENDING APASC APPROVAL. Motion passed unanimously.

New course ISYE 492 was noted. It was clarified that they are separating what was once a 4-credit-hour course into two courses and that the sequencing would be that the students take the proposal course in the fall semester and the project course in the spring semester. Garver made a motion, seconded by Kilaparti, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY #5 (10/23/15). Motion passed unanimously.

New courses AHRS 494 and AHRS 495, were noted. Also in these minutes is the proposal for a new School of Health Studies. The proposal will move the public health and health studies programs from the School of Nursing and Health Studies to the new school, and then the School of Nursing and Health Studies will become the School of Nursing. Henry explained that the provost suggested that consultants review the way their programs are organized and they determined that programs would be best served, and the college would work more efficiently, if nursing was a stand-alone school. Henry pointed out that the highlighted text does not indicate new programs, it just indicates that the public health and health studies programs will be moving to the new school. It was also clarified that the public health and health studies courses will move to the new school and the tenure home for the public health and health studies faculty will change. There was a discussion on how resources will change and Henry said that in the long run this new organization for the college will streamline resources. Henry also said that the reorganization is being proposed now rather than waiting until after program prioritization because this is what the consultants recommended, so there was no need to wait. She added that the reorganization should also help give pre-PT and pre-nursing majors a home if they are unable to gain admission to their respective programs. Garver made a motion, seconded by Hunt, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #7 (10/16/15) PENDING BOT AND IBHE APPROVAL. Motion passed unanimously.
College of Health & Human Sciences #8
Substantive course revisions to several MILS courses were noted and there was a brief discussion regarding whether or not these should be proposed as new courses. It was pointed out that the rationale states that the revisions bring the courses in line with Army standards, so the revisions are acceptable. Aase made a motion, seconded by Garver, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #8 (10/23/15). Motion passed unanimously.

College of Liberal Arts & Sciences #1
New course HIST 391 was noted. Hunt made a motion, seconded by Gray, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #1 (9/9/15). Motion passed unanimously.

College of Liberal Arts & Sciences #2
The substantive course revision for ECON 370 was noted as well as new course, GEOL 200. Jaffee asked about the hours for GEOL 200 and it was confirmed that the course is 1 hour. Jaffee made a motion, seconded by Schnizlein, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #2 (9/16/15). Motion passed unanimously.

College of Liberal Arts & Sciences #3
New courses, ENVS 435X, PHYS 101, and WGST 435, were noted. Jaffee asked about PHYS 101 and why is this career prep course 2 hours when the one from previous minutes is 1; are there no standards for these courses? It was pointed out that there are no standards and that it is up to the department to decide how many hours these courses should be. Jaffee asked about the X in the ENVS course and it was explained that the X means that it’s crosslisted with another course, i.e., WGST 435. There was a question about the course revision for WGST 332 where they are changing “female” to “girl.” Ballantine responded that it has to do with gender identity. This was confirmed with a brief discussion of the rationale for the course revision. Gray made a motion, seconded by Jaffee, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #3 (9/23/15) PENDING GEC APPROVAL. Motion passed unanimously.

College of Liberal Arts & Sciences #5
The new accelerated program in Foreign Languages/Law was discussed. Lenczewski said she asked the department for a four-year plan to ensure that students are able to complete the major requirements in three years. Ballantine reported that APASC approved the admission criteria. He added that the department is working on an updated degree path for this program as well as making sure the required courses are offered often enough. There was a discussion about whether or not transfer students could participate and it was determined that it would be difficult for a transfer student to complete the B.A. or B.S. in foreign languages and JD degree in six years. It was also noted, however, that it is often difficult for transfer students to complete any baccalaureate degree in four years. Kilaparti made a motion, seconded by Gray, TO APPROVE THE UNDERGRADUATE
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CURRICULAR ITEMS IN COLLEGE OF COLLEGE OF LIBERAL ARTS AND SCIENCES #5 (10/14/15) PENDING GEC APPROVAL. Motion passed unanimously.

**College of Liberal Arts & Sciences #6**

The new accelerated program in Political Science and Public Administration was discussed. It was reported that APASC tabled the admissions criteria for better rationale of the grade requirements there. Ballantine explained that these accelerated programs are targeting advanced students so with the admission criterion the program is setting the bar higher. And there is a stipulation that admission to the program will be on a competitive basis. There was a question about whether or not students need to take the GRE and Ballantine responded that students still need to meet the admissions standards for the Graduate School and the M.P.A. Jaffee made a motion, seconded by Hunt, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #6 (10/21/15) PENDING APASC, PRES. BAKER AND BOT APPROVAL. Motion passed unanimously.

**College of Liberal Arts & Sciences #7**

New courses, BIOS 489, MATH 411, and, PHYS 151, were noted. Lenczewski reported that the “or” statements at the bottom of page 7, for professional educator licensure requirements in math, will be removed. Those types of statements cannot be programed in MyNIU, so the department is withdrawing them to avoid having advisors approve those alternate courses. Garver made a motion, seconded by Gray, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #7 (10/28/15). Motion passed unanimously.

**College of Visual & Performing Arts #1**

Substantive course revisions for ARTE 109 and MUHL 220 were noted, as well as new courses ARTH 331, ARTH 361, MUHL 221, and MUHL 222; and a proposal for a B.S. in Art. Jaffee said that MUHL 220 is being revised so that music majors can take the course for general education credit. Also, the revisions better represent the content of the course. This is also the reason for the revision to ARTE 109. Klonoski added that MUHL 220 was previously taught with different topics, so with the revision to that course, plus the new MUHL courses, those topics are now covered in their own courses. The revision to ARTE 109 was discussed further, and what it is that students are required to do in the course. Smith said that because the change to the course is substantive, the School of Art needed to get verification of nonduplication from the Division of Statistics, which she has yet to receive. Klonoski said that when this was discussed at the GEC meeting, to determine if ARTE 109 as revised could be placed in the Nature and Technology knowledge domain, that one of the CLAS representatives who is from Statistics was very concerned with the new language. Discussion followed where CUC members felt that there was no duplication. The B.S. in art was discussed. Smith said that this will need BOT and IBHE approval. The vague language about requirements outside the school was discussed. Smith will check with Registration and Records to see if this can be coded in MyNIU. (NOTE: This cannot be coded in MyNIU.)
Lenczewski expressed her concern over the lack of a laboratory sequence for this requirement. Jaffee presented the CUC with a revision to how that degree should look, however, Smith said that the CUC cannot consider that document since it was not sent to the CUC through the proper channels and was not approved by the CVPA curriculum committee. Aase made a motion, seconded by Garver, TO APPROVE THE UNDERGRADUATE CURRICULAR ITEMS IN COLLEGE OF VISUAL AND PERFORMAING ARTS #1 (9/24/15) WITH THE EXCEPTION OF THE NEW DEGREE B.S. IN ART AND PENDING APASC, GEC, BOT, AND IBHE APPROVALS. Motion passed with one opposed. It was decided that the CUC could approve the tabled item electronically. NOTE: The UCC tabled the revision to ARTE 109, asking for verification of non-duplication. So this has yet to receive necessary approvals to be included in the 16-17 catalog at this time.

OLD BUSINESS

No old business.

NEW BUSINESS

No new business.

A motion was made and seconded TO ADJOURN. Motion passed by acclamation. The meeting adjourned at 1:30 p.m.

The next meeting will be February 11, 2016, 12:30, Altgeld 203.

Respectfully submitted,

Donna M. Smith
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

COLLEGE OF BUSINESS

Course revisions: Page 74, 2015-16 Undergraduate Catalog

UBUS 100. CAREER COMPASS (0) (I). A career exploration program for freshmen and sophomores who have indicated a desire to pursue a major in the College of Business. Career and professional development for students majoring in the College of Business. Based on an assessment of a student’s interests, skills, and motivators, students explore the business majors and career paths that best fit their business self. An introduction in developing a career vision and strategy including goal setting, resume building, personal branding, and professional communication. Completion of the program will be required for students to be eligible to enroll in UBUS 310. This course is optional for transfer students with 45 or more credit hours. S/U grading.

UBUS 200. PASSPORT INTRODUCTION (0). Introduction of the Passport program to students at the end of their sophomore years or beginning of their junior years. The Passport program … concurrent with UBUS 310. S/U grading.

UBUS 310. BUSINESS CORE: LECTURE (9). … … PRQ: A grade of C or better in each of the following: ACCY 206, ACCY 207, ECON 260, ECON 261, ENGL 203 or ENGL 204, MATH 211 or MATH 229, MGMT 217, PSYC 102, OMIS 259, UBUS 100, and UBUS 223; satisfactory completion of UBUS 100; a cumulative GPA of at least 2.75; and junior standing. CRQ: UBUS 200.

Career Compass - Career Compass is a non-credit program required of all incoming freshmen who are pursuing a major in business or who intend to pursue a major in business. During the freshman and sophomore years, students will complete an assessment of their interests, abilities, skills, and motivators, and based on this assessment, the program will help students select a specific business major and ultimately a successful career that best matches their personal characteristics. Students will also be provided an introduction to internship and job search skills during the sophomore year.

Passport to the Business World - Passport is a non-credit program following the completion of the Career Compass program and is required for all sophomore, junior, and senior students who are pursuing a major in business. Passport … … Leadership, and Service.

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 satisfactorily completed UBUS 100; having a 2.75 or better cumulative GPA; and having junior standing.

Other catalog change: Page 73, 2015-16 Undergraduate Catalog

Accountancy Learning Goals and Objectives
Graduates of the Bachelor of Science in Accountancy program will be prepared for entrance into the profession or graduate study. They are expected to achieve these learning goals and objectives in addition to the College of Business Undergraduate Learning Goals and Objectives and the following Department of Accountancy Learning Goals and Objectives.

The NIU Bachelor of Science in Accountancy program provides essential study in accounting to prepare students at a level appropriate for entrance into the profession or graduate study.

1. Our graduates will be technically competent accounting professionals.
   Our students will demonstrate an understanding of financial accounting, accounting information systems, cost management, assurance services, and taxation concepts appropriate for entrance into the profession or graduate study.

2. Our graduates will be effective problem-solvers.
   Our students will:
   • utilize analytic skills to identify accounting problems, generate appropriate solutions, and make informed decisions.
   • apply technology tools to assist with problem solving.

3. Our graduates will be effective communicators.
   Our students will:
   • communicate in a professional manner.
   • demonstrate effective teamwork skills.
Learning Goal 1: Develop and apply accountancy and business knowledge.
    Learning Objective 1: Demonstrate appropriate knowledge of technical accounting concepts.
    Learning Objective 2: Identify problems and consider alternative solutions.
    Learning Objective 3: Select data and methodology needed to make decisions.
    Learning Objective 4: Apply appropriate technology.

Learning Goal 2: Demonstrate professional skills.
    Learning Objective 5: Write with clarity and appropriate grammar.
    Learning Objective 6: Deliver professional and effective presentations.

Learning Goal 3: Demonstrate awareness of ethical issues in business and accounting.
    Learning Objective 7: Articulate relevant codes of conduct and professional standards.

Other catalog change: Page 75, 2015-16 Undergraduate Catalog

Major in Accountancy (B.S.)
Business Core (45-49) (46-50)
↓
Total Hours for a Major in Accountancy: 75-79 76-80

Department of Finance

Course Revisions Page 81, 2015-16 Undergraduate Catalog

395. CAREER PLANNING IN FINANCE (1) (2). Efficient job search techniques to help identify appropriate career opportunities. Preparation of resume, cover letters, business etiquette, business ethics, and mock interviews. Review and development of business writing techniques. PRQ: UBUS 310 with a grade of at least C and admission into the major.

445. SECURITY ANALYSIS PRACTICUM (1) (3). Practical ... team. May be repeated to a maximum of 2 semester hours. PRQ: Satisfactory completion of the finance core, ACCY 306, and consent of department.

446. PORTFOLIO MANAGEMENT PRACTICUM (1) (3). Practical ... team. May be repeated to a maximum of 2 semester hours. PRQ: FINA 440 and FINA 445 with a grade of at least C, and consent of department.

485. FINANCIAL PROCESS AND POLICY: CASES IN FINANCIAL DECISION MAKING (3). ...
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog  

Other catalog change: Page 80, 2015-16 Undergraduate Catalog

Major in Finance (B.S.)  
Business Core (45-49) (46-50)  
↓  
Total Hours for a Major in Finance: 70-74 71-75

Major in Finance (B.S.)  
Business Core (45-49)  
Requirements in Department (49) (20)  
↓  
FINA 395 – Career Planning in Finance (1) (2)  
FINA 485 – Cases in Financial Decision Making (3)  
Course work from the following (9-11)  
↓  
FINA 445 – Security Analysis Practicum (1) (3)  
FINA 446 – Portfolio Management Practicum (1) (3)  
↓  
FINA 485 – Financial Process and Policy (3)

Minor in Finance (24-34)  
↓  
And one of the following (3)  
↓  
FINA 485 – Financial Process and Policy Cases in Financial Decision Making (3)

Department of Management

New courses: Page 85, 2015-16 Undergraduate Catalog

CIP: 52.02

MGMT 227. ENTREPRENEURSHIP, INNOVATION, AND SUSTAINABILITY (3). Examination of strategic aspects of launching and scaling an entrepreneurial venture with a focus on opportunity identification, feasibility analysis, sustainability and business planning. Develops knowledge about innovation in a variety of contexts. PRQ: Sophomore, junior, or senior standing or consent of department.
MGMT 467. CORPORATE INNOVATION AND SOCIAL RESPONSIBILITY (3). Examination of the nature, process and forms of corporate entrepreneurship and social responsibility with a focus on entrepreneurial intensity, corporate venturing, entrepreneurial structure, leadership and social issues, and stakeholder management. Develops knowledge and capabilities about entrepreneurial and corporate social responsibility strategies, such as growth management, social initiatives, and corporate philanthropy, within established organizations. PRQ: UBUS 310 or consent of department.

MGMT 481. IDEA, INNOVATION, AND IMPACT ACCELERATOR LAB (3). Crosslisted as UEET 481X. Application of the entrepreneurial process with a focus on opportunity identification, ideation, technological innovation, design for social impact, and environmental and social sustainability. Develops knowledge and capabilities about creativity in business, social impact and innovation, design and prototyping, engineering, business plan development, and new venture launch. PRQ: Consent of department.

Course Revisions: Page 85, 2015-16 Undergraduate Catalog

MGMT 311. SOCIAL ENTREPRENEURSHIP (3). … …. PRQ: Junior or senior standing, or consent of department. Sophomore, junior, or senior standing.

MGMT 327. CREATIVITY, INNOVATION, AND ENTREPRENEURSHIP (3). … …. CRQ: UBUS 310 or MGMT 320 or consent of department. PRQ: Sophomore, junior, or senior standing.

MGMT 395. CAREER PLANNING IN MANAGEMENT (1). Career … cultures. S/U grading. PRQ: Grade of C or better in UBUS 310 and UBUS 311.

MGMT 417. LEADING AND MANAGING CHANGE (3) … …. PRQ: MGMT 335 or consent of department. Sophomore, junior, or senior standing.

Other catalog change: Pages 83-84, 2015-16 Undergraduate Catalog

Major in Management (B.S.)
↓
Business Core (45-49) (46-50)
↓
Total Hours for Emphasis 1, Leadership and Management: 70-74 71-75
↓
Total Hours for Emphasis 2, Human Resource Management: 70-74 71-75
↓
Major in Business Administration (B.S.)
↓
Business Core (45-49) (46-50)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

Total Hours for a major in Business Administration: 76-80 77-81

Department of Marketing

Other catalog change: Page 89, 2015-16 Undergraduate Catalog

Major in Marketing (B.S.)
Business Core (45-49) (46-50)
↓
Total Hours for a Major in Marketing: 69-73 70-74

Department of Operations Management and Information Systems

New Courses Page 95, 2015-16 Undergraduate Catalog

CIP: 52.13

324. INTRODUCTION TO BUSINESS DATA ANALYTIC TOOLS (3). Crosslisted as STAT 324X. This course is an introduction to business analytic tools focusing on sampling, multivariate regression, factor analysis and cluster analysis to identify and solve business problems. PRQ: UBUS 223 or STAT 301.

482. PREDICTIVE BUSINESS ANALYTICS (3). Study of advanced topics in predictive business analytics. Topics include data visualization, time series analysis, forecasting and advanced data mining. Emphasis on using predictive business analytics software such as R and SAP Predictive Analytics on case studies and projects to see the important real-world implications of predictive analytics in business. PRQ: OMIS 324.

Other catalog change: Pages 93-94, 2015-16 Undergraduate Catalog

Major in Operations and Information Management (B.S.)
Business Core (45-49) (46-50)
↓
Total Hours for a Major in Operations and Information Management: 73-77 74-78

COLLEGE OF EDUCATION

Department of Educational Technology, Research and Assessment

New Courses Page 102, 2015-16 Undergraduate Catalog

CIP Code: 13.0501
ETT 211. TECHNOLOGY IN A DIVERSE SOCIETY (3). Access, evaluation, and utilization of instructional and social media for various cultures and countries. Topics include appropriateness of technology for diverse audiences, analysis of technology for instructional environments, and analysis of technology for social environments.

ETT 234. LEARNING WITH TECHNOLOGY (3). This course is an overview of current and emerging interactive technology (hardware and software) used to support learning in various settings. The course will review the development of technology tools for learning in different settings from the past to current technologies and give students with hands-on experience with these technologies.

New Course

CIP Code: 13.0601

ETR 451.COMMUNITY-BASED AND PARTICIPATORY ACTION RESEARCH (3). Introduction to theories and practice of Participatory Action Research (PAR) and Community-based research. Emphasis on hands-on fieldwork in a community setting to investigate a particular issue or problem.

Department of Kinesiology and Physical Education

New Course

CIP Code: 31.0501

KNPE 300. FIELD EXPERIENCE IN KINESIOLOGY (1). Introduction to the field of kinesiology through supervised observations. CRQ: KNPE 301.

Course Revisions

KNPE 301. INTRODUCTION TO KINESIOLOGY AND SPORT PROFESSIONS (3). Introduction to concepts and competencies for careers in kinesiology. CRQ: KNPE 303.

KNPE 335. DEVELOPMENTAL SKILL-BASED APPROACH TO TEACHING (3). … …. PRQ: KNPE 225 and KNPE 226 KNPE 235.

KNPE 340. GROWTH AND MOTOR DEVELOPMENT (3). … …. PRQ: Physical education major or minor.

KNPE 364. FITNESS EDUCATION METHODS FOR K-12 STUDENTS (3). Teaching …. …. NASPE standards. CRQ: KNPE 452 PRQ: KNPE 335.
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

KNPE 421. CURRICULUM DESIGNS IN MIDDLE AND HIGH SCHOOL PHYSICAL EDUCATION (2). PRQ: KNPE 302, KNPE 343, KNPE 446, successful completion of the ILTS Basic Skills Test of Academic Proficiency or ACT waiver, and minimum 2.75 GPA. CRQ: KNPE 467.

KNPE 492. SPECIAL PHYSICAL EDUCATION CLINIC PRACTICUM (1-2). Planning, … … hours. PRQ: SESE 457; or CRQ: KNPE 490.

498. INDEPENDENT STUDY (1-3). Individual study involving research or other scholarly work in physical education under direction of a faculty member. May be repeated to a maximum of 6 semester hours. PRQ: Senior standing, GPA of 3.00, consent of faculty member and department chair.

Other Catalog Change

Limited Admissions and Limited Retention Requirements

Athletic Training Major
(Department of Kinesiology and Physical Education)
The Department of Kinesiology and Physical Education limits the number of students admitted to the B.S. in athletic training. To graduate in a timely manner, students are encouraged to apply by February 15 of during their freshmen year. Transfer students compete with other transfer students for admission to the program, and nontransfer students compete with other nontransfer students. The admission … …
NIU students should apply for admission to the athletic training major through the Department’s main office. To be considered for Fall admission, the completed application must be submitted by February 15 of the previous spring semester.

Pre-Admission Courses:
Once admitted … ….
- Provide evidence of current first aid from a nationally recognized organization (e.g., American Red Cross).
- Sign the Contract ….

Other Catalog Change

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

Requirements in Department (65-66)(64-65)
Major in Physical Education/K-12 and 6-12 Educator Licensure (B.S.Ed.)

This physical education major is designed to prepare educator licensure candidates to teach physical education in grades kindergarten through 12th grade (PE K-12). Students must take KNPE 200, 203, 235, and 340 within the first 15 semester hours of their program. KNPE 335, Developmental Skill Based Approach to Teaching, must be taken within the first 30 semester hours of their program.

All students seeking licensure to teach physical education must submit a satisfactory electronic teaching portfolio to complete student teaching requirements. Students are urged to take KNPE 200, Introduction to Teaching Physical Education, during their first semester in order to begin the portfolio.

All students seeking admission to teacher education are required to have an overall minimum GPA of 2.75, a grade of C or better in all foundational studies requirements (12 credit hours) and pass the ILTS Test of Academic Proficiency (TAP) or a minimum composite score of 22 and minimum 19 EW score or higher on the ACT Plus Writing. These requirements must be met prior to admission to KNPE 302. Admission to KNPE 302 constitutes admission to teacher education in physical education. Once admitted to the program, students must provide proof of valid First Aid/CPR certification (American Red Cross or American Heart Association) each semester. In accordance with ISBE requirements, students must earn a grade of C or better in the following courses in order to be eligible for certification: KNPE 200, KNPE 203, KNPE 235, KNPE 302, KNPE 303, KNPE 335, KNPE 340, KNPE 343, KNPE 344, KNPE 348, KNPE 364, KNPE 365, KNPE 366, KNPE 367, KNPE 368, KNPE 421, KNPE 449, KNPE 466, KNPE 467, KNPE 468, KNPE 490, and KNPE 492. Students are encouraged to maintain close contact with their adviser as the teacher preparation program in physical education is tightly sequenced.
Students who successfully complete the program will have completed all courses for Physical Education licensure. Students also need to have passed additional testing as required by ISBE.

Students who successfully complete the program will have completed all required ISBE and CAEP standards for educator licensure.

Candidates who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure. Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment may result in the candidate receiving a degree without university recommendation for licensure.

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

Other Catalog Change Page 106, 2015-16 Undergraduate Catalog

Minor in Kinesiology and Physical Education

Option 1. Physical Education (33-35)

This option is designed for the licensed teacher who selects physical education as a second teaching field or students seeking endorsement in physical education-6-12.

BIOS 311 - Functional Human Anatomy (4),
OR BIOS 357 - Human Anatomy and Physiology (5)
KNDN 351 - Multicultural Dance (3)
KNPE 225 - Fundamental Sport Skills I (2)
KNPE 226 - Fundamental Sport Skills II (2)
KNPE 235 - Fundamental Sport Skills (3)
KNPE 313 - Mechanical kinesiology of Motor Skills (3),
OR KNPE 314 - Applied kinesiology (4)
KNPE 302 - Assessment in Physical Education School Settings (3)
KNPE 335 - Developmental Skill-Based Approach to Teaching (3)
KNPE 340 - Growth and Motor Development (3)
KNPE 364 - Fitness Education Methods for K-12 Students (3)
KNPE 365 - Introduction to Adventure Education (3)
KNPE 421 - Curriculum Designs in Middle and High School Physical Education (2)
KNPE 446 - Measurement and Evaluation in Physical Education School Settings (3)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

KNPE 452 – Applied Physiology of Exercise (4)
KNPE 492 - Special Physical Education Clinic Practicum (1)
One of the following (3)
KNPE 365 – Introduction to Adventure Education (3)
KNPE 367 – Tactical Approach to Teaching Games (3)
KNPE 368 – Sport Education (3)

Option 2. Interdisciplinary (20-22)(24-25)

A non-licensure option designed for individualized programming: Subject to department approval.

BIOS 311 - Functional Human Anatomy (4)
OR BIOS 357 - Human Anatomy and Physiology (5)
KNPE 217 – Personal Health-Related Fitness Development (1)
KNPE 393 – Social Aspects of Sport (3)
KNPE 301 - Introduction to Kinesiology and Sport Professions (3)
KNPE 310 - Psychological Aspects of Sport and Exercise (3)
KNPE 452 - Applied Physiology of Exercise (4)
KNPE 346 - Methods of Group Fitness Instruction (3)
OR KNPE 350 - Principles and Techniques of Resistance Training (3)

Select from the following (3)(7)
KNPE 240 – Aquatic Fitness (1)
KNPE 241 – Aerobic Fitness (1)
KNPE 242 – Techniques of Resistance Training (1)
KNPE 243 – Program Development of Resistance Training (1)
KNPE 470 - High Performance Development (4) and KNPE 472 - Periodization for Performance Enhancement (3)
OR KNPE 462 - Clinical Exercise Physiology (4) and KNPE 464 - Scientific Basis of Exercise Testing, Prescription and Progression (3)

One of the following (3-4)
KNPE 313 – Mechanical Kinesiology of Motor Skills (3)
KNPE 314 - Applied Kinesiology (4)
KNPE 452 – Applied Physiology of Exercise (4)

Other course work with advice and consent of departmental adviser (6)

Department of Leadership, Educational Psychology and Foundations

New Course Page 109, 2015-16 Undergraduate Catalog

CIP Code: 13.0901
EPFE 440. EDUCATION FOR SOCIAL JUSTICE (3). This course examines the social and psychological conditions that give rise to increased levels of violence, aggression, and fear within individuals and societies. It further explores how “education for social justice” as a conceptual framework can be best adopted and practiced by educators and citizens to clarify the moral and educational challenges posed by these destructive psychological and cultural patterns of behavior.

Foundations of Educational and Policy Studies (12)

Requirements

The certificate of undergraduate study in foundations of education requires a minimum of 12 semester hours. Course work from the list below is chosen in consultation with certificate adviser.

Three of the following:
EPFE 201 – Education as an Agent for Change (3)
EPFE 302 – Advocacy, Justice and Leadership in a Diverse Society
EPFE 321 – History of American Education (3)
EPFE 355 – Sociology of Classrooms-Schooling (3)
EPFE 400 – Foundations of Education (3)
EPFE 410 – Philosophy of Education (3)
EPFE 415 – Policy Analysis in Educational Contexts (3)
EPFE 492 – Special Topics in Foundations of Education (3)
One 300 – or 400-level course in the department of history, philosophy, or sociology

Philosophy of Education (12)

Requirements (12)

EPFE 201 – Education as an Agent of Change (3)
EPFE 410 – Philosophy of Education (3)

Department of Literacy and Elementary Education
Literacy and Elementary Education (LTIC, LTLA, LTRE, TLEE)

The Department of Literacy and Elementary Education offers course work in elementary education, and literacy, intercultural, and language education, including work in reading, the language arts, children's literature, bilingual education, English as a second language, social studies education, science education, teacher education, and multicultural education.

The department offers the B.S.Ed. degree with a major in elementary education, which meets State of Illinois approval.

Candidates who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure. Successful completion of a program without receipt of a passing score on the state mandated Teacher Performance Assessment may result in the candidate receiving a degree without university recommendation for licensure.

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

Retention in elementary education is contingent on maintaining an NIU cumulative GPA of 2.75 or higher, having a grade of C or better in all professional education courses, and successful completion of all clinical education courses. All course requirements (in the department and outside of the department) require a grade of C or better.

Students who successfully complete the program will have completed all required ISBE and CAEP standards for educator licensure.

The student … … [link not provided]

Course Revision Page 118, 2015-16 Undergraduate Catalog

LTRE 201. SPECIAL TOPICS IN ADVANCED COLLEGE READING (31-3). Refinement of college reading comprehension skills including critical and analytical reading, reading flexibility, acquisition of vocabulary, and organizational structures common to specific disciplines: business and professional studies, arts and humanities, education and social sciences, and mathematics and physical sciences. Can be taken for up to 3 credits within the same semester.

Other Catalog Change Page 26, 2015-16 Undergraduate Catalog

Limited Admissions and Limited Retention

↓
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 (or consent of department), successfully completed the Test of Academic Proficiency (TAP), and completed the foundational studies requirements in communication studies and English with no grade lower than C. Applicants must have a grade of C or better (including NIU and transfer grades) in all of the following required courses by the end of the semester in which they apply.

APASC 11/11/15

Other Catalog Change Page 117, 2015-16 Undergraduate Catalog

**Literacy and Elementary Education (LTIC, LTLA, LTRE, TLEE)**

The department offers the B.S.Ed. degree with a major in elementary education, which meets State of Illinois approval.

The B.S.Ed. degree in elementary education requires EPS 419 and TLCI 422.

Department of Special and Early Education

New Course Page 128, 2015-16 Undergraduate Catalog

CIP Code: 13.1009

SEVI 486. TOPICAL SEMINAR IN TEACHING STUDENTS WITH VISUAL IMPAIRMENTS (3). Trends and issues in the education of individuals with visual impairments across the full continuum of educational environments. PRQ: Consent of department.

Other Catalog Change Page 121, 2015-16 Undergraduate Catalog

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

As part of educator licensure, … … passing score on the Test of Academic Proficiency (TAP) and completing the Safety Tutorial prior to formal admission into the program, a passing score on the subject matter knowledge test (Early Childhood Studies) prior to student teaching, … … current testing requirements.

Other Catalog Change Page 122, 2015-16 Undergraduate Catalog

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

Entrance and Retention in the LBS I and Vision Impairments Program Emphases
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

To be admitted into the teacher education program...

Emphasis 1. Learning Behavior Specialist I

Candidates in the LBS I program emphasis must earn a grade of C or better in SESE 240, ... POLS 100, and SEEC 343. SESE 320. Candidates who do not earn a grade of C or better in SESE 492.

Requirements in Department (63-64)

- SECC 343 - Teaching Science and Mathematics to Children Ages 5-8 (3)
- SESE 2401 - Introduction to Special Education (3)
- SESE 320 - Disability in Film (3)
- SESE 370 - Educational Interventions for Students with Diverse Abilities (4)

License and Endorsement Requirements

Emphasis 1. Learning Behavior Specialist I

Candidates in the LBS I program emphasis must earn a grade of C or better in SESE 240, ... POLS 100 or POLS 150, and SEEC 343.

Department of Special and Early Education (SEEC, SESE, SEVI)

The B.S. degree in early childhood studies is offered jointly by the Department of Special and Early Education and the School of Family, Consumer, and Nutrition Sciences. Candidates in the program prepare candidates for a professional educator license with the Early Childhood Education endorsement enabling them to teach children from birth through grade three in Illinois public schools.

The B.S.Ed. degree in special education is designed for those who plan to teach students with disabilities at the elementary, middle, and secondary levels. Completion of department and appropriate emphasis requirements leads to This program prepares candidates for a professional educator licensure with an endorsement for teaching individuals with disabilities, either as Emphasis 1. Learning Behavior Specialist I, or Emphasis 2. Vision Impairments.
License and Endorsement Requirements
Candidates who major … … Candidates who successfully complete the program requirements and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure, educator license, and special education endorsement in Visual Impairments or Learning Behavior Specialist I. This includes … … student teaching. Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment may result in the candidate receiving a degree without university recommendation for licensure.

Emphasis 1. Learning Behavior Specialist I
This emphasis leads to prepares candidates for Illinois educator licensure with endorsement as a Learning Behavior Specialist I (Preschool-age 21).

Emphasis 2. Vision Impairments
Emphasis 2 leads to prepares candidates for Illinois educator licensure with endorsement in the area of Teacher of Students Who Are Blind and Visually Impaired (Preschool to age 21).

Other Catalog Change
Page 124, 2015-16 Undergraduate Catalog

Emphasis 2. Vision Impairments

Requirements in Department (66)

SEVI 440 - Communication Systems Used By Persons with Visual Impairments (3)
SEVI 442 - Instructional Systems for Teaching Students Who Are Visually Impaired (3)
SEVI 430 - Basic Orientation and Mobility for Teachers of Persons with Visual Impairments (3)
SEVI 485 - Student Teaching in Secondary Special Education: Vision Impairments (6)
SEVI 486 - Topical Seminar in Teaching Students with Visual Impairments (3)

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY

All University Section

Other Graduation Requirements

Other Catalog Change
Page 40, 2015-16 Undergraduate Catalog

Graduation Requirements
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

Foreign Language Requirements for the B.A. Degree

Special Requirements for the B.S. Degree in Electrical, Industrial and Systems, and Mechanical Engineering and Technology

All engineering and engineering technology students must have their schedule reviewed, approved, and signed by their faculty assigned advisers each semester. Any deviation from an approved course schedule may delay graduation.

Special Requirement for the B.S. Degree in the College of Liberal Arts and Sciences

Academic Regulations

Other Catalog Change

Advisement and Registration

Advisement System

College Offices

All students in the College of Engineering and Engineering Technology are advised in the department of their intended or declared major or in the Central Advising Office of the College of Engineering. Students majoring in Electrical, Industrial and Systems, or Mechanical Engineering who have not yet passed Math MATH 230 with a C or better or Engineering Technology students who have not passed Math MATH 110 with a C or better will be advised by the Central Advising Office. All other students will be advised in the department of their intended or declared majors.

Academic Advising Center

New Course

Page 131, 2015-16 Undergraduate Catalog

CIP CODE: 14.9999

UEET 481X. IDEA, INNOVATION, AND IMPACT ACCELERATOR LAB (3). Crosslisted as MGMT 481. Application of the entrepreneurial process with a focus on opportunity identification, ideation, technological innovation, design for social impact, and environmental and social sustainability. Develops knowledge and capabilities about creativity in business, social impact and innovation, design and prototyping, engineering, business plan development, and new venture launch. PRQ: Consent of department.
College of Engineering and Engineering Technology

Promod Vohra, Ed.D., P.E., dean

The departments of the College of Engineering and Engineering Technology offer baccalaureate programs leading to the degree Bachelor of Science (B.S.). The College of Engineering and Engineering Technology offers a contract major leading to a B.S. degree or the degree Bachelor of General Studies (B.G.S.). The college also participates in the interdisciplinary minor in environmental management systems (see “Interdisciplinary Minors” in the College of Liberal Arts and Sciences).

Contract Major

Requirements for the B.G.S. Contract Major

Six Year (3+3) Integrated Accelerated B.S. /J.D. Program in Engineering or Engineering Technology and the College of Law Admission

The six-year integrated sequence ……. In addition to applying for the combined degree program through the College of Engineering and Engineering Technology's Office of the Associate Dean of Research and Graduate Programs, students must also make a separate application to the College of Law's Office of Admissions for admission to the College of Law under the special provisions of this program. The application to the College of Law must be submitted no later than February 15 of the applicant's junior year. As part of the application to the College of Law, applicants must take the LSAT no later than February of their junior year and receive a score above the 50th percentile of the previous year's matriculating law class. Applicants are advised to take the LSAT and submit their application to the College of Law no later than February of their junior year. Applicants meeting these criteria ……..

APASC 11/11/15

Department of Electrical Engineering

Course Revision: 2015-16 Undergraduate Catalog

457. MICROPROCESSOR PROCESSOR BASED SYSTEMS (3). Analysis of computer logic contemporary processor/core based systems including desktop, laptop, tablet computers, smart phones, MP3 players, Smart TVs. Emphasis on components such as memory, display, I/O, touch screen, USB, HDMI, Wi-Fi, BT, and GPS. Topics include parallel and serial i/o ports; memory interface, i/o interface, and interrupt interface. PRQ. ELE 356
New Courses:  2015-16 Undergraduate Catalog

CIP CODE:  14.1901

382. DESIGN THINKING (3). A semester-long process of applying Design Thinking to come up with solutions to so-called “wicked problems” that are open-ended and often ill-defined. The process consists of formal steps and techniques to understand and empathize with users’ perspectives; to produce a coherent vision out of messy problems; to generate a wide variety of possible solutions; and to develop low fidelity prototypes to be tested and evaluated. The course aims to bring together student innovators with varied backgrounds and viewpoints, enabling breakthrough insights and solutions to emerge from the diversity. PRQ: Completion of the Foundational Studies component requirements of General Education, or consent of department.

427. PLC-BASED ROBOTICS IN AUTOMATED SYSTEMS (3). Fundamental concepts and architecture of Programmable Logic Controllers (PLCs), ladder logic programming, and interfacing/integration of sensors, switches, actuators, and other automation components such as a vision system. Case studies of automated systems controlled by PLCs in industry and robotics. Control of a robot system using commercial PLCs. PRQ: CSCI 240; and either MEE 322 or ELE 380.

Other Catalog Change  Page 143-144, 2015-16 Undergraduate Catalog

Major in Mechanical Engineering (B.S.)

Requirements in Department (65-66)

Group-A: Design-oriented electives

MEE 351 – Applied Thermodynamics (3)
MEE 382 – Design Thinking (3)
MEE 410 – Intermediate Mechanics of Materials (3)
MEE 426 – Mechatronics System Design (3)
MEE 427 – PLC-Based Robotics in Automated Systems (3)
MEE 431 – Composite Materials (3)

Requirements outside Departments (42)
492. INDUSTRIAL AND SYSTEMS ENGINEERING SENIOR DESIGN PROJECT PROPOSAL (1). Discussion on global effects of engineering solution including social, environmental, political, economical, and ethical concerns. Emphasis on writing business case or proposal for solving industrial and systems engineering problems. Discussions on teamwork skills, engineering ethics, design cycle, project management, and professional development. PRQ: Senior standing or consent of the department.

371. OPERATIONS RESEARCH: PROBABILISTIC MODELS (3). … …. PRQ: ISYE 335 or STAT 350.

493. ENGINEERING MANAGEMENT DESIGN PROJECT (3). Basic approaches to designing and managing ……… research issues. PRQ: ISYE 492 and at least four of the technical courses required for the engineering management emphasis.

494. HEALTH SYSTEMS DESIGN PROJECT (4)(3). Basic approaches to designing health systems. Focus on ……… research issues. PRQ: ISYE 430, ISYE 440, ISYE 450, ISYE 480, ISYE 492, and at least three of the technical courses required for the health systems engineering emphasis, or consent of department.

495. SENIOR DESIGN PROJECT (4)(3). Basic approaches to designing industrial engineering systems. Focus on ……… research issues. PRQ: ISYE 310 and ISYE 430 and ISYE 440 and ISYE 460 and ISYE 480 and ISYE 492, or consent of department.

496. MANUFACTURING SYSTEMS DESIGN PROJECT (4)(3). Basic approaches to designing manufacturing systems. Focus on ……… research issues. PRQ: ISYE 453 and ISYE 492 and three of the following: ISYE 310, ISYE 430, ISYE 440, ISYE 460, ISYE 480.

Other Catalog Change

Major in Industrial and Systems Engineering (B.S.)

Requirements in Department (45)

\[ \text{ISYE 450} \quad \text{Integrated Lean Manufacturing Systems (3)} \]

Requirements outside Department (48-52)

Electives (15)

Total Hours for a Major in Industrial and Systems Engineering: 108
Emphasis 1. Health Systems Engineering

Requirements in Department (45)
ISYE 450 – Integrated Lean Manufacturing Systems (3)
↓
Requirements outside Department (51-54)
↓
PHHE 295 – Introduction to Public Health (3) *(this course counts as interdisciplinary course as well)*
*PHYS 253 – Fundamentals of Physics I: Mechanics (4)
↓

Other Catalog Changes: Page 138, 2015-2016 Undergraduate Catalog

Major in Industrial and Systems Engineering (B.S.)
↓
Emphasis 2. Manufacturing Systems
↓
Requirements outside Department (48-52)
↓
Technical Courses (15)
↓
ISYE 431 – Reliability Engineering (3)
MEE 430 – Computer-Aided Design and Manufacturing (3),
↓
OR TECH 414 – Computer-Aided Machine Design (3),
TECH 417 – Design for Energy Efficiency and Green Materials (3),
OR TECH 445 – Industrial Energy Utilization and Environmental Impacts (3)

Total Hours for an Emphasis in Manufacturing Systems Engineering: 108

Other Catalog Change Pages 138-139, 2015-16 Undergraduate Catalog

Major in Industrial and Systems Engineering (B.S.)
↓
Emphasis 3. Engineering Management Requirements in Department (45)
↓
Technical Courses (15)
↓
Select one course (3)
↓
ECON 360 – Intermediate Microeconomics (3)
ECON 361 - Intermediate Macroeconomics (3)
Select one course (3)

Other Catalog Change

Major in Industrial and Systems Engineering (B.S.)

Requirements in Department (45)

\[
\begin{align*}
\text{ISYE 480 - Simulation Modeling and Analysis (3)} \\
\text{ISYE 492 - Industrial and Systems Engineering Senior Design Project Proposal (1)} \\
\text{ISYE 495 - Senior Design Project (4)(3)}
\end{align*}
\]

\text{Emphasis 1. Health Systems Engineering}

Requirement in Department (45)

\[
\begin{align*}
\text{ISYE 480 - Simulation Modeling and Analysis (3)} \\
\text{ISYE 492 - Industrial and Systems Engineering Senior Design Project Proposal (1)} \\
\text{ISYE 494 - Health Systems Design Project (4)(3)}
\end{align*}
\]

\text{Emphasis 2. Manufacturing Systems}

Requirement in Department (45)

\[
\begin{align*}
\text{ISYE 480 - Simulation Modeling and Analysis (3)} \\
\text{ISYE 492 - Industrial and Systems Engineering Senior Design Project Proposal (1)} \\
\text{ISYE 496 - Manufacturing Systems Design Project (4)(3)}
\end{align*}
\]

\text{Emphasis 3. Engineering Management}

Requirement in Department (45)

\[
\begin{align*}
\text{ISYE 480 - Simulation Modeling and Analysis (3)} \\
\text{ISYE 492 - Industrial and Systems Engineering Senior Design Project Proposal (1)} \\
\text{ISYE 493 - Engineering Management Design Project (4)(3)}
\end{align*}
\]

Department of Technology

All University Change
Homeland Security

Emergency Management and Response Track (12)

Four of the following (12)

TECH 433 - Toxicology for Chemical Hazards in Industry (3)

Department Sections

Course Revisions:

175. ELECTRICITY AND ELECTRONICS FUNDAMENTALS (3). Fundamentals .......... digital systems. PRQ: MATH 155 with a C or better and PHYS 150A; PHYS 150 and PHYS 151, or PHYS 210. CRQ: 175A.

305. GREEN TECHNOLOGIES (3). Crosslisted as ENVS 305X. Introduction to environmentally ........ in industry. PRQ: MATH 155 with a C or better or MATH 211 or MATH 229 or MATH 230; and CHEM 100 or CHEM 110 or CHEM 210 or PHYS 140.

326. FLUID POWER TECHNOLOGY (3). Fluid power principles, .......... control components. PRQ: PHYS 150A, PHYS 150 and PHYS 151, or PHYS 210; and MATH 229, or consent of department.


414. COMPUTER-AIDED MACHINE DESIGN (3). Features-based and parametric .......... product design data. PRQ: PHYS 150A. PHYS 150, PHYS 151, TECH 265, and TECH 311.

416. HEATING, VENTILATING AND AIR CONDITIONING TECHNOLOGY (3). Applications of heating, .......... environments. PRQ: MATH 155 with a C or better; and PHYS 150A. PHYS 150 and PHYS 151, or PHYS 210.

417. DESIGN FOR ENERGY EFFICIENCY AND GREEN MATERIALS (3). Overview of energy forms, .......... conservation designs. PRQ: MATH 155 with a C or better; and PHYS 150A. PHYS 150 and PHYS 151, or PHYS 210.

430. MICROCONTROLLERS INTERFACING AND APPLICATIONS (3). .......... PRQ: CSCI 240 and
433. TOXICOLOGY FOR CHEMICAL HAZARDS IN INDUSTRY (3). Basic concepts of toxicity chemical hazards as it relates to chemicals materials used in businesses and industrial work places. Assessment of the hazards of chemicals and how to deal with manage them safely. PRQ: MATH 155 with a C or better, and CHEM 110, and CHEM 111, TECH 434 and TECH 437 and either TECH 231 or TECH 245.

440. MONITORING AND EVALUATING EXPOSURES TO HAZARDOUS MATERIALS (3). Theory and ……… radioactive agents. PRQ: CHEM 110, CHEM 111, PHYS 150A, PHYS 150, PHYS 151, and TECH 437; or consent of department.

441. HAZARD CONTROL IN INDUSTRIAL OPERATIONS (3). Advanced study of ……… industrial processes. PRQ: MATH 155 with a C or better, PHYS 150A, PHYS 150, PHYS 151, TECH 231, and TECH 245; or consent of department.

473. ADVANCED DIGITAL DESIGN (3). … …. PRQ: CSCI 240 and TECH 277 and TECH 277A.

481. ERGONOMICS (3). Study of the basic human ……. training, and selection. PRQ: MATH 155 with a C or better; TECH 434; PHYS 150A, PHYS 150 and PHYS 151, or PHYS 210; or consent of department.

482. INDUSTRIAL SAFETY ENGINEERING ANALYSIS (3). Practical ……… safety analysis. PRQ: MATH 155 with a C or better; PHYS 150A, PHYS 150 and PHYS 151, or PHYS 210; TECH 231; TECH 245; TECH 434; and TECH 441; or consent of department.
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

↓
TECH 445 – Industrial Energy Utilization and Environmental Impacts (3)

TECH 481 - Ergonomics (3)

↓

Other Catalog Change

Major in Technology (B.S.)
↓
Emphasis 2. Manufacturing Engineering Technology

Requirements in Department (75-76)-(78-79)
↓
Select two of the following: (6)
↓
TECH 313 – Product Design and Development for Manufacturability (3)

TECH 314 – Tool and Die Design (3)

TECH 344 – Materials and Processes in the Plastics Industry (3)
↓
Two Three of the following: (6) (9)

↓

Other Catalog Change

Major in Technology (B.S.)
↓
Emphasis 4. Industrial Management and Technology
↓
Requirements in Department (72-77)
↓
Two of the following (6)

TECH 305 – Green Technologies (3)

TECH 402 – Industrial Training and Evaluation (3)

TECH 419 - Energy Auditing (3)

TECH 442 – Work Simplification and Measurement (3)
↓
One of the following areas of study (23-26)

Computer-Aided Design (24)
TECH 262 – Machine Production Processes (3)
↓
Two of the following (6)
TECH 260 – Metal Fabrication Processes (3)
TECH 314 - Tool and Die Design (3)
TECH 344 – Materials and Processes in the Plastics Industry (3)
TECH 409 – Internship (3)

Environmental Safety and Health (24)
Two of the following (6)
TECH 433 - Toxicology for Chemical Hazards in Industry (3)
TECH 435 – Legal Aspects of Safety (3)
TECH 438 - Safety in Transportation Systems (3)
TECH 485 – Risk Management (3)

Manufacturing Technology (24)
Two of the following (6)
TECH 312 – Design Dimensioning and Tolerancing (3)
TECH 314 – Tool and Die Design (3)
TECH 344 – Materials and Processes in the Plastics Industry (3)

Other Catalog Change
Page 149, 2015-16 Undergraduate Catalog

Major in Technology (B.S.)
Emphasis 4. Industrial Management and Technology
Requirements outside Department (17-18)
ACCY 206 – Introductory Financial Accounting (3),
*MATH 155 – Trigonometry and Elementary Functions (3)
*PHYS 150A – Physics (4)
*PHYS 150 - Physics (3)
*PHYS 151 - Physics Laboratory (1)
OR *PHYS 210 – General Physics I (4)
*STAT 208 – Basic Statistics (3),
Emphasis 5. Aviation Management Technology
Requirements outside Department (17)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

ACCY 206 – Introductory Financial Accounting (3),
↓
*MATH 155 – Trigonometry and Elementary Functions (3)
  *PHYS 150A – Physics (4)
*PHYS 150 – Physics (3)
*PHYS 151 – Physics Laboratory (1)
*STAT 208 – Basic Statistics (3)
↓
Emphasis 6. Energy and Environmental Technology
↓
Requirements outside Department (27-28)
*CHEM 110 – Chemistry (3) AND *CHEM 111 – Chemistry Laboratory (1).
↓
*MATH 229 – Calculus I (4)
*PHYS 150A – Physics (4)
*PHYS 150 – Physics (3)
*PHYS 151 – Physics Laboratory (1)
OR *PHYS 210 – General Physics 1 (4)
↓
Emphasis 7. Applied Manufacturing Technology
↓
Requirements outside of Department (14)
↓
*MATH 155 – Trigonometry and Elementary Functions (3)
  *PHYS 150A – Physics (4)
*PHYS 150 – Physics (3)
*PHYS 151 – Physics Laboratory (1)
OR *PHYS 210 – General Physics I (4)
*STAT 208 – Basic Statistics (3)
↓

Other Catalog Change

Major in Technology (B.S.)
↓
Emphasis 6. Energy and Environmental Technology

Requirements in Department (58-59)
↓
TECH 211 – Computer-Aided-Design (3)
TECH 231 – Safety Programs (3)
*TECH 245 – Pollution Prevention and Sustainable Production (3)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

TECH 262 – Machine Production Processes (3)
TECH 265 – Basic Manufacturing Processes (3)
↓
TECH 496 – Industrial Project Management (3)

Technical Electives (6)
Select two of the following (6):
↓
GEOG 459 – Geographic Information Systems
TECH 231 – Safety Programs (3)
TECH 311 – Computer-Aided Modeling (3)
↓
TECH 436 – Design and Administration of Industrial Safety Programs (3)
TECH 437 – Fundamentals of Industrial Hygiene (3)
TECH 479 – Special Topics in Engineering Technology (3)
↓

Minor in Environmental Management Systems

Students majoring in Technology may also complete the requirements for the environmental management systems minor.

Requirements (24)
ENVS 304 – Environmental Law, Policy, and Economics (3)
↓

Minor in Safety (24)
↓
Two of the following (6)
↓
TECH 433 – Toxicology for Chemical Hazards in Industry (3)
↓
TECH 441 – Hazard Control in Industrial Operations (3)
TECH 481 – Ergonomics (3)
TECH 482 Industrial Safety Engineering Analysis (3)
Received by the Undergraduate Coordinating Council December 3, 2015

COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
Second Meeting/2015-16 Academic Year
November 12, 2015

SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog p. 29 of 104

COLLEGE OF HEALTH AND HUMAN SCIENCES

Course Revisions Page 160, 2015-16 Undergraduate Catalog

UHHS 465. ISSUES IN GERONTOLOGY (3). Interdisciplinary examination of aging and the older adult population. Includes physiological, psychosocial, health, and health promotion aspects of aging. PRQ: Junior standing or consent of college gerontology program director.

Other Catalog Change Page 157, 2015-16 Undergraduate Catalog

Special Clinical/Practicum Requirements

For Students in Educator Licensure Programs

Candidates who successfully complete the program and pass the state-mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure. Successful completion of the program without receipt of a passing score on the state-mandated Teacher Performance Assessment may result in the candidate receiving a degree without university recommendation for licensure.

Other Catalog Change Page 159, 2015-16 Undergraduate Catalog

Minor in Gerontology (15)
Coordinator: Director, Gerontology Program

Other Courses Related to Gerontology (3-9)

FCNS 486 - Aging and the Family (3)
KNPE 454 - Exercise Gerontology (3)
KNPE 463 - Exercise and Physical Activity Across the Lifespan (3)
KNPE 493 - Supervised Clinical Experience in Exercise Gerontology (2)

School of Allied Health and Communicative Disorders

New Course Page 166, 2015-16 Undergraduate Catalog

CIP Code: 51.2310

AHRS 494. PROFESSIONAL PRACTICES IN REHABILITATION SERVICES (3). Attention is placed on typical functions of entry-level rehabilitation services including case documentation, interviewing, assessment procedures, service plan development, case closure, and ethical behavior. Emphasis is also placed on practices for obtaining an entry-level position or internship in rehabilitation services. PRQ:
AHRS 200 and AHRS 327.

New Course

Page 166, 2015-16 Undergraduate Catalog

CIP Code: 51.2314

AHRS 495. ASSISTIVE TECHNOLOGY IN REHABILITATION (3). History of assistive technology (AT) and how technologies are used by individuals with disabilities in educational, vocational, community, and domestic settings. Topics include AT categories and types, legislation, service delivery systems, hardware and software systems, universal design principles, ethics, and evaluation. PRQ: AHRS 492.

Course Revision

Page 164, 2015-16 Undergraduate Catalog

AHCD 498. TUTORIAL IN ALLIED HEALTH AND COMMUNICATIVE DISORDERS (1-3). Directed individual study … … hours. Rehabilitation Services majors and Deafness Rehabilitation minors may repeat to a maximum of 9 semester hours with adviser approval. … …

Other Catalog Change

Page 161, 2015-16 Undergraduate Catalog

Major in Medical Laboratory Sciences (B.S.)

Requirements in School (601-623)

AHLS 344 - Medical Diagnostic Biochemistry (3-4)

And 18 hours from the following courses:

AHLS 481 - Hematology/Hemostasis/Body Fluids Practicum (2-4)

AHLS 482 - Microbiology/Parasitology/Mycology Practicum (2-45)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog p. 31 of 104

AHLS 483 – Medical Diagnostic Biochemistry Practicum (2-4)
AHLS 484 – Medical Immunology Practicum (2-4)

Requirements outside School (314-325)

CHEM 231 - Introductory Organic Chemistry Laboratory (1)
CHEM 370 - Introductory Biochemistry (3), OR BIOS 303 - Cell Biology (3)

*STAT 208 - Basic Statistics (3)

Total Hours for a Major in Medical Laboratory Sciences: 92 4-95 7

Emphasis 2: Rehabilitation Services

Requirements in School (2228)

AHRS 482 – Post-Employment Services in Vocational Rehabilitation (3)
AHRS 492 – Medical Aspects of Disability in Rehabilitation (3)
AHRS 493 - Counseling in Rehabilitation Services (3)

AHRS 494 - Professional Practices in Rehabilitation Services (3)
AHRS 495 - Assistive Technology in Rehabilitation (3)

One of the following courses:

Total Hours for Rehabilitation Services: (61-62 67-68)

School of Family, Consumer and Nutrition Sciences

Course Revisions Page 176, 2015-16 Undergraduate Catalog

Nutrition, Dietetics, and Hospitality Management

492. DISTINGUISHED SPEAKER SERIES (1-2). Industry leaders representing the hospitality and tourism industries are invited to speak on their vision and the challenges that they face. May be repeated up to a maximum of two semester hours when subjects vary. PRQ: Consent of school.

495. INTERNSHIP IN HOSPITALITY MANAGEMENT (1-15). Supervised participation in professional settings. Includes experiences appropriate to professional interests in the hospitality industry. This course may be repeated up to a maximum of 15 semester hours. PRQ: FCNS 302 with a grade of C or better or FCNS 316 with a grade of C or better, and FCNS 498 with a grade of C or better.
Fashion Merchandising

262. DESIGN TRENDS IN WESTERN COSTUME (3). Survey of the evolution of styles in western costumes and textiles of past periods and their relationship to contemporary fashion. Examination of factors impacting stylistic trends within and across eras. Study of social conditions necessary for the fashion process, as well as sources of new styles and how they diffuse within populations.

Comprehensive Major in Family and Child Studies (B.S.)

↓ Emphasis 1. Family and Individual Development
↓ Requirements in School (30)
↓ Three of the following (9)
↓
   FCNS 483 - Social Policy, Children and Families (3)
   FCNS 485 - Methodology in Family Life Education (3)
   FCNS 486 - Aging and the Family (3)
   FCNS 488 - Working with Ethnically Diverse Children and Families in the U.S. (3)

↓ Emphasis 2. Family Social Services
↓ Requirements in School (46)
↓ One of the following (3)
↓
   FCNS 483 - Social Policy, Children and Families (3)
   FCNS 485 - Methodology in Family Life Education (3)
   FCNS 486 - Aging and the Family (3)
   PSYC 316 - Introduction to Psychopathology (3)

Comprehensive Major in Nutrition, Dietetics, and Hospitality Management (B.S.)

↓ Emphasis 1. Hospitality Management
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

Requirements in School (48-50 54-57)
  FCNS 202 - Introduction to the Hospitality Industry (3)
  FCNS 316 - Hospitality Service (3)
  FCNS 319 – Foundations of Tourism (3)
  FCNS 320 - Quantity Food Production (4)
↓
Select two of the following (5-6 8-9), in consultation adviser:
  FCNS 303 - Hospitality Law (3)
  FCNS 315 – Casino and Gaming Management (3)
  FCNS 319 – Foundations of Tourism (3)
  FCNS 424 - Cultural and National Food Patterns (3)
  FCNS 427 - Catering Operations Practicum (2-3)
  MGMT 335 – Managing Individuals, Teams, and Organizations (3)
  MKTG 325 - Buyer Behavior (3)
  MKTG 350 - Principles of Selling (3)
  MKTG 425 - Services Marketing (3)
  OMIS 338 – Principles of Operations Management (3)

Select one of the following areas of study.
↓
Requirements outside School (27-28 24-25)
↓
  MKTG 310 - Principles of Marketing (3)
  MKTG 425 – Services Marketing (3)
  *PSYC 102 - Introduction to Psychology (3)
↓
Total Hours for Emphasis 1, Hospitality Management: 75-78 78-81

Other Catalog Change

Page 172, 2015-160 Undergraduate Catalog

Interdisciplinary Major in Early Childhood Studies (B.S.)
↓
As part of educator licensure, … … passing score on the Test of Academic Proficiency (TAP) and completing the Safety Tutorial prior to formal admission into the … … current testing requirements.

Department of Military Science

Course Revisions
Pages 182-183, 2015-16 Undergraduate Catalog

102. INTRODUCTION TO THE PROFESSION OF ARMS, ADAPTIVE LEADERSHIP AND PROFESSIONAL COMPETENCE (2). Study of Introduction to the professional challenges and competencies needed for effective execution of the profession of arms and Army communication. Continuation of Army ethics and values that shape the army and the specific ways that these ethics are
inculcated into Army culture.

201. INNOVATIVE TACTICAL LEADERSHIP LEADERSHIP AND DECISION MAKING (2). Study of leadership, personnel management, critical thinking, Army problem solving, Troop Leading Procedures, Operations Orders process, and ethical decision making. Cadets explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier’s Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

202. FOUNDATIONS OF TACTICAL LEADERSHIP ARMY DOCTRINE AND TEAM DEVELOPMENT (2). Examines the challenges of leading tactical teams in complex, contemporary operational environments. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. PRQ: MILS 201, or military science minor, or consent of department.

301. ADAPTIVE TACTICAL LEADERSHIP TRAINING MANAGEMENT AND THE WARFIGHTING FUNCTIONS (3). Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions values, and core leader competencies from instructor, other ROTC cadre, and MSL IV Cadets using the Cadet Officer Evaluation System (OES). Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is on cadets’ tactical leadership abilities to enable them to successfully complete the ROTC’s summer Leader Development and Assessment Cadet Leader Course (LDAC) (CLC). PRQ: MILS 201 and MILS 202, or military science minor, or consent of department.

302. APPLIED LEADERSHIP IN CHANGING ENVIRONMENT SMALL UNIT OPERATIONS (3). Uses increasingly intense situational leadership challenges to build cadet awareness and skills leading Study, practice, and application of fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. Skill development includes planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Leader Training Exercise (LTX). Systematic and specific feedback on your attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets using the Cadet Officer Evaluation System (OES).
to further develop skills for a successful officer. Cadets review aspects of combat, stability, and support operations. Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. They also conduct military briefings and develop proficiency in garrison operations orders. Focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members in the contemporary operating environment (COE). Cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development and Assessment Cadet Leader Course (CLC) (LDAC). PRQ: MILS 301, or military science minor, or consent of department.

401. MISSION COMMAND AND THE ARMY PROFESSION OFFICER (4). Develop military knowledge and skills necessary for the role of Second Lieutenant in the United States Army. Understand responsibilities of ROTC battalion leadership and staff responsibilities; effectively lead fellow cadets and prepare cadets for future success. Both classroom and battalion. Utilize hands on, student centric learning to display the application of leadership through battalion staff positions, resourcing and executing training, and leading peers. Experience prepare mission set IV cadets for the first unit of assignment. Identification of responsibilities of key staff, coordinate staff roles and use situational opportunities to teach, train and develop subordinates.

402. MISSION COMMAND AND THE COMPANY GRADE OFFICER LEADERSHIP (4). Explore the dynamics of leading in the complex situations during Unified Land Operations I, II, and III. Use mission command case studies and scenarios; historical lessons to prepare cadets to face the complex ethical demands of serving as a commissioned officer in the United States Army. To challenge students to apply critical thought for competent leadership decisions through the lens of a company grade leader. Includes a cursory review of the larger Army organization, how the Army organization resources and enables Brigade Combat Teams to carry out military strategy and the military portion of national power in concert with diplomacy, information, and economic power. PRQ: MILS 401, or military science minor, or consent of department.

Other Catalog Change

Page 182, 2015-160 Undergraduate Catalog

Minor in Military Science (28)

This academic minor is open to all students, both those seeking a commission in the U.S. Army and those desiring to expand their knowledge of military science. The minor is not a requirement to obtain a commission. Prior military service may be considered for proficiency credit towards lower division courses in the minor.

MILS 101 - Introduction to the Army and Critical Thinking (2),
MILS 102 - Introduction To The Profession Of Arms Adaptive Leadership and Professional Competence (2)
MILS 201 - Innovative Tactical Leadership Leadership and Decision Making (2),
MILS 202 - Foundations of Tactical Leadership Army Doctrine and Team Development (2), OR MILS 325 - Basic Internship in Military Science (8) (may
COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
Second Meeting/2015-16 Academic Year
November 12, 2015

SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

substitute for MILS 101, MILS 102, MILS 201, and MILS 202.)
MILS 301 - Adaptive Tactical Leadership Training Management and Warfighting Functions (3)
MILS 302 - Leadership in Changing Environments Applied Leadership in Small Unit Operations (3)
MILS 401 - Mission Command and The Army Officer Profession (4)
MILS 402 - Mission Command and the Company Grade Leadership Officer (4)

School of Nursing and Health Studies

Course Revision

Page 190, 2015-16 Undergraduate Catalog

NURS 349X. CRITICAL THINKING FOR HEALTH AND HUMAN SERVICES PROFESSIONALS (3). Crosslisted as UHHS 350. … …. CRQ: NURS 305 or consent of school.

Course Revision

Page 192, 2015-16 Undergraduate Catalog

PHHE 455. PUBLIC HEALTH EPIDEMIOLOGY (3). … …. PRQ: PHHE 325. CRQ: MATH 210, MATH 211, or MATH 229, or consent of school, with a grade of C or better, and PHHE 325.

Other Catalog Change

Page 185, 2015-16 Undergraduate Catalog

Academic Standing
↓
Students must repeat any … …. See “Repeating a Course.”

In addition, students who receive a grade of D or F in a core nursing course* will be required to enroll in NURS 380 (Promoting Academic and Career Success in Nursing), the following semester.

*Core nursing courses: NURS 304, NURS 305, NURS 308, NURS 314, NURS 315, NURS 318, NURS 319, NURS 336, NURS 419, NURS 422, NURS 431, NURS 432.

To graduate as a nursing major, a student must earn a grade of at least C or S in each course required in the major and all prerequisite courses for the major.

Other Catalog Change

Page 187, 2015-16 Undergraduate Catalog

Public Health and Health Education Programs
↓
Emphasis 3. Environment and Health
↓
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)

COLLEGE OF LIBERAL ARTS AND SCIENCES

All University Section

Inter-College Interdisciplinary Certificates and Programs

Other Catalog Change

Adolescence (12)

Group One

WGST 332 – Growing Up Female Girl (3)

College Sections

New Course

CIP: 05.0207

WGST 435. GENDER AND THE ENVIRONMENT (3). Crosslisted as ENVS 435X. Topics and issues pertaining to gender and the environment such as the role of gender and other social factors in perceptions, knowledge, and behaviors regarding the environment today and in the past; women’s contributions to environmental arts and sciences; the role of gender in environmental activism and policy in the U.S. and around the globe.

Course Revision

WGST 332. GROWING UP FEMALE GIRL (3). Examination of the experience of growing up as a girl from an interdisciplinary perspective, with attention to differences and similarities in ethnicity, race, gender identity, class, and sexual orientation. Theories and research on female identity development from such disciplines as psychology, literature, biology, and sociology. Topics may include … ….
College of Liberal Arts and Sciences

Liberal Arts and Sciences Advising and Counseling Office

The College of Liberal Arts and Sciences maintains an Advising and Counseling Office to assist students in establishing their academic goals, planning their schedules, and interpreting university, college, and departmental policies and requirements. All freshmen and sophomores enrolled in a program in the College of Liberal Arts and Sciences or undecided on a major within the college are advised by this office. Juniors and seniors are advised by the college's departments; the Advising and Counseling Office offers these students auxiliary advising services. All students in the College of Liberal Arts and Sciences or undecided on a major within the college are advised in a two-tiered advising system. Advising services for major requirements are provided by professional and faculty advisors within that academic department, while advising services regarding broader college and university requirements are provided in the Liberal Arts and Sciences Advising Office.

Special Requirements in the College of Liberal Arts and Sciences

A student may not count more than 50 semester hours from a single department toward the 120-semester-hour baccalaureate requirement. Any hours in excess of 50 in a single department must be balanced by an equal number of excess hours over the 120-hour minimum to be taken from outside that department. For example, if a student earns 65 semester hours of credit from the offerings of the Department of Anthropology, then that student must complete at least 125 semester hours to graduate. There are exceptions to this regulation … … For example, the 50-semester-hour maximum applies to course work offered for a major in French, but does not exclude additional hours in another foreign language in the Department of Foreign Languages and Literatures. ENGL 103, ENGL 203, and ENGL 204 are not counted toward the 50-semester-hour maximum hours taken in the major in the Department of English. COMS 100 is not counted toward the 50-semester-hour maximum hours taken in the communication studies major in the Department of Communication. Students majoring in Meteorology in the Department of Geography may accumulate additional hours beyond the 50-semester-hour maximum in order to complete … … college's Advising and Counseling Office.

Interdisciplinary Minors

Any student completing the requirements … … An interdisciplinary minor is not a baccalaureate
requirement and may not be substituted for the requirement of a major in a student's degree program. Credit hours applied to satisfy the requirements for a major may not be counted again as satisfying the requirements for an interdisciplinary minor. Unless otherwise indicated, students may apply up to 6 credit semester hours from courses that satisfy their major requirements to also satisfy the requirements for an interdisciplinary minor.

Students with a second major may, with the approval of the coordinator, count up to 6 semester hours applied to satisfy the requirements for one of the majors toward the requirements for an interdisciplinary minor. Students electing … ….

\section*{Minor in Classical Studies (24)}

The interdisciplinary minor in classical studies … … Courses must be focused on no more than three different subject areas. No course may be counted toward both the minor and the student’s major. Total semester hour requirements may be reduced if language courses are waived on the basis of high school preparation or placement examination. No more than 6 semester hours of courses offering general education credit may be counted towards electives.

\textbf{Requirements (24)}

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

Three classes (9 creditssemester hours) from at least two departments; No more than 6 semester hours may be taken in any one nonlanguage area.

Three of the following (9)

\begin{itemize}
  \item HIST 490A 491A – Special Topics in History: Ancient
\end{itemize}

\section*{Minor in Cognitive Studies}

\textbf{Requirements (18-19)}

At least five of the following, from at least three departments (15-16)

\begin{itemize}
  \item ENGL 321 – Structure of Modern English (3)
  \item ENGL 322 – Language in American Society (3)
\end{itemize}
ENGL 432 – Topics in General Linguistics (3)  
*When topic is appropriate, with approval of coordinator.*
Minor in LGBT Studies
Coordinator: Kristen Myers, Director of the Center for the Study of Women’s, Gender and Sexuality Studies

Elective courses for the minor … …. Students interested in declaring this interdisciplinary minor should contact the Center for the Study of Women’s, Gender and Sexuality Studies Program, Reavis Hall 103, early in their college careers for information and advisement.

Students may enroll in … …. Independent study and topics courses in a variety of departments may meet the minor requirements, with the approval of the coordinator of the LGBT Studies program, when substantial treatment of LGBT Studies is included in the course.

Students must complete 18 semester hours for this minor and are urged to complete WGST 101, LGBT 350 and LGBT 400 as early as possible. No more than 9 credits-semester hours from the list of requirements can be applied toward both the LGBT minor and the WGST minor.

Requirements (18)
LGBT 350 – Lesbian, Gay, Bisexual and Transgender Studies (3)
LGBT 400 – Queer Theory (3)
WGST 101 – Women, Sex, and Gender Today (3)
WGST 432 – Feminist Theory (3)
Three of the following (9) to be chosen in consultation with the director
↓
WGST 332 – Growing Up Female Girl (3)
↓

Minor in Linguistics
The student must select courses from at least two departments, with no more three courses from one department.

Requirements (18-19)
↓
Additional Courses (9-15)
  ANTH 331 – Language and Culture (3)
  ↓
  FLSP 302 – Advanced Composition in Spanish (3)
  FLSP 480 - Introduction to Hispanic Linguistics (3)
FLSP 481 – Spanish Phonology (3)
FLSP 482 - Foundations in Spanish Sociolinguistics (3)
FLSP 485 - Spanish Syntax (3)
FLSP 486 - Contrastive Grammatical Structures in Spanish and English (3)
FLSP 487 - Hispanic Dialectology (3)
FLSP 491 - History of the Spanish Language (3)
FLST 181 – Elementary Language Instruction I (5)

Minor in Southeast Asian Studies
Requirements (19 or 21)
HIST 493 – Honors Independent Study (1-3)
HIST 490 491J – Special Topics in History: Asian (3)

Minor in Urban Studies
Coordination: Liberal Arts and Sciences Advising and Counseling Office, Xuwei Chen, Department of Geography

Minor in Women’s and Gender Studies
Coordinator: Kristen Myers, director, Center for the Study of Women’s, Gender and Sexuality Studies Program
Students must complete 18 semester hours for this minor and are urged to complete WGST 101, WGST 202, and WGST 432 as early as possible. No more than 9 credits semester hours from the list of requirements can be applied toward both the LGBT minor and the WGST minor.

Requirements (15-18)
WGST 101 – Women, Sex, and Gender Today (3)
WGST 202 – Women and Cultural Expression (3) AND WGST 432 – Feminist Theory (3)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

Three of the following (9)
- WGST 332 – Growing Up Female Girl (3)
- WGST 434 – Language and Gender (3)
- WGST 435 – Gender and the Environment (3)
- WGST 439 – Independent Study in Women’s and Gender Studies (3)

Concentration in Medieval Studies

- Requirements (21)
  - HIST 305 – Europe in the Early Middle Ages (3)
  - HIST 306 – Europe in the Later Middle Ages (3)
  - HIST 490B 491B – Special Topics in History: Medieval (3)
  - PHIL 321 – Ancient Philosophy (3)
  - PHIL 390 - Topics in Philosophy (3), for relevant topics only by permission of Medieval Studies Coordinator
  - PHIL 421 - Major Philosophers (3), for relevant topics only by permission of Medieval Studies Coordinator
  - PHIL 423 – Medieval Philosophy (3)

* For relevant topics only by permission of Medieval Studies Coordinator

Asian American Studies (12)

Coordination: Liberal Arts and Sciences Advising and Counseling Office
Coordinator: Florensia F. Surjadi (School of Family, Consumer, and Nutrition Sciences)

The certificate of undergraduate study is open to all students admitted to NIU. Students must maintain good academic standing within the university, achieve a minimum grade of C in each course applied toward the certificate, and complete all certificate work within a period of six calendar years. Some courses may have prerequisites that are not part of the certificate curriculum. Students are strongly encouraged to take HIST 378, Asian American History, early in the certificate curriculum. Students pursuing the certificate should meet with the coordinator for this certificate of undergraduate study early in their program of study.
Requirements

HIST 378 – Asian American History (3)

Two of the following (6)

   ANTH 302 – Asian American Cultures (3)
   FCNS 384 – Asian American Families (3)
   HIST 378 - Asian-American History (3)
   HIST 470 – America and Asia (3)

Two of the following (3)

   ↓
   ANTH 422 - Gender in Southeast Asia (3)
   ART 489¹ - Topics in Art: Authentic and Alternative Practices in Asian Art (3)
   ARTH 294 – Art History Survey IV: Arts of the East (3)
   ARTH 370A - Studies in Asian Art: Chinese Art (3)
   OR ARTH 370B – Studies in Asian Art: Japanese Art (3)
   OR ARTH 370C – Studies in Asian Art: South and Southeast Asian Art
   OR ARTH 370D – Studies in Asian Art: Southeast Asian Art (3)
   ARTH 457 - Topics in Art History: Asian Art (3)
   ENGL 335¹ – Non-Western and Third-World Literature (3)
   ENGL 381¹ – American Ethnic Literature (3)
   ENGL 474¹ - The International Short Story (3)
   ENGL 477¹ - Postcolonial and New Literatures in English (3)
   EPFE 430¹ – Comparative and International Education (3)
   FCNS 406¹ - Global Food and Nutrition Issues (3)
   FCNS 424¹ - Cultural and National Food Patterns (3)
   GEOG 338 – Geography of Asia (3)
   HIST 346 – Women in Asian History (3)
   MUHL 431 - Music of Southeast Asia (3)
   MUHL 432 - Music of China (3)
   MUSE 370¹ - Gamelan (1)
   MUSE 375¹ - Chinese Music Ensemble (1)
   POLS 371 – Politics in Southeast Asia (3)
   POLS 372 – Politics of China, Japan, and Korea (3)
   SEAS 225 – Southeast Asia: Crossroads of the World (3)

A course in an Asian language with approval of the coordinator (3)

A course in Asian music, with approval of the coordinator (3)

An independent study course on an Asian or Asian American topic, with approval of coordinator (3)

Footnote:

¹ May be repeated and counted toward the Certificate Program for up to 3 credit semester hours.
Women’s and Gender Studies (12)

Coordinator: Kristen Myers (Center for the Study of Women’s, Gender, and Sexuality Studies)

Requirements

Two of the following courses (6)

- LGBT 400 – Queer Theory (3)
- WGST 101 – Women, Sex, and Gender Today (3)
- WGST 201 – Gender and Justice in Global Perspectives (3)
- WGST 202 – Women and Cultural Expression (3)
- WGST 432 – Feminist Theory (3)
- LGBT 400 – Queer Theory (3)

Two of the following courses in any field, focused on women and/or gender, to be selected in consultation with the director of Women’s, Gender, and Sexuality Studies (6)

- HIST 473 – Topics in Women’s History (3)
- LGBT 400 – Queer Theory (3)
- PHHE 306 – Human Sexuality (3)
- WGST 332 – Growing Up Female-Girl (3)
- WGST 430 – Special Topics in Women’s and Gender Studies (3)
- WGST 432 – Feminist Theory (3)
- WGST 435 – Gender and the Environment (3)
- WGST 436 – Current Debates Seminar: Women and Gender (3)
- WGST 439 – Independent Study in Women’s and Gender Studies (3)

Department of Biological Sciences

New Course

CIP: 26.1399

489. MADAGASCAR FIELD BIOLOGY (6). Field biology experience devoted to studying the paleontology, evolution, ecology and behavior of the fauna native to the island of Madagascar. Class includes lectures, museum field trips, and hands-on experience at a rainforest field camp. Students are expected to formulate independent research projects, collect data, present results in a research talk and final report. PRQ: BIOS 209 and BIOS 211.
Degree with Biology Honors
The degree Bachelor of Science … ….
3) Complete BIOS 370, Directed Research in Biology and 6 semester hours of either BIOS 495, Honors Biology Directed Research Directed Research Biology Honors, or BIOS 499, Directed Research University Honors under a faculty member’s supervision;

Department of Chemistry and Biochemistry

Course Revisions

332. GENERAL ORGANIC LABORATORY I (1). Basic laboratory … … CRQ: CHEM 330 or CHEM 336 consent of department.

333. GENERAL ORGANIC LABORATORY II (1). Continuation of … … PRQ: CHEM 332, CRQ: CHEM 331 or CHEM 337 consent of department.

339. ORGANIC CHEMISTRY LABORATORY II (1). Continuation of … … PRQ: CHEM 338, CRQ: CHEM 330 or CHEM 336 337 or consent of department.

445. KINETICS (3). Theories and applications … … PRQ: CHEM 441 or consent of department.

446. THEORETICAL CHEMISTRY (3). Continuation of … … PRQ: CHEM 441 or consent of department.

450. NANOCHEMISTRY (3). Fundamental theory … … PRQ: CHEM 441, or consent of department.

497. STUDENT TEACHING (SECONDARY) IN CHEMISTRY/PHYSICAL SCIENCES (10). Student teaching for a minimum of 40 12 weeks. Assignments to be arranged with the discipline coordinator of educator licensure after approval … ….
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

CHEM 336 – Organic Chemistry I (3)
AND CHEM 332 338 – General Organic Chemistry Laboratory I (1)
CHEM 337 – Organic Chemistry II (3)
AND CHEM 333 339 – General Organic Chemistry Laboratory II (1)

↓

Emphasis 4. Chemistry for Pre-Professional Students
↓
Requirements in Department (32-33)
↓
CHEM 336 – Organic Chemistry I (3)
AND CHEM 337 – Organic Chemistry II (3)
AND CHEM 338 - General Organic Chemistry Laboratory I (1)
AND CHEM 339 - General Organic Chemistry Laboratory II (1)
OR CHEM 330 – General Organic Chemistry I (3)
AND CHEM 331 – General Organic Chemistry II (3)
AND CHEM 332 - General Organic Laboratory I (1)
AND CHEM 333 - General Organic Laboratory II (1)

CHEM 338 – Organic Chemistry Laboratory I (1)
AND CHEM 339 – Organic Chemistry Laboratory II (1)
OR CHEM 332 – General Organic Laboratory I (1)
AND CHEM 333 – General Organic Laboratory II (1)

↓

CHEM 470 – General Biological Chemistry (3)
AND two electives chosen from 400-level courses excluding courses numbered 490 to 497 (6-7)
OR CHEM 472 – Biological Chemistry I (3)
AND CHEM 473 – Biological Chemistry II (3)
AND one electives chosen from 400-level courses excluding courses numbered 490 to 497 (3-4)

↓

Other Catalog Change

Page 226, 2015-16 Undergraduate Catalog

Major in Chemistry (B.S.)
↓
Emphasis 3. Secondary Teaching
↓
Requirements outside Department
↓
MATH 229 – Calculus I (4)
AND MATH 230 – Calculus II (4)
PHYS 253 - Fundamentals of Physics I: Mechanics (4) AND PHYS 273 - Fundamentals of Physics II: Electromagnetism (4)
OR PHYS 210 – General Physics I (4) AND PHYS 211 – General Physics II (4)

Educator Licensure - Chemistry
Undergraduate chemistry majors must apply for admission to educator licensure in emphasis 3 at the end of the sophomore year.

Please note: Graduate students and students who already possess the baccalaureate or higher degree and wish to pursue licensure and/or endorsement with or without becoming a candidate for a degree, should apply for admission to the coordinator director of chemistry education licensure as early as possible.

Admission Requirements
To be admitted to the licensure program, students in emphasis 3 must have established a file with the discipline coordinator director in the Department of Chemistry and Biochemistry and completed satisfactory reviews of progress each semester after establishment of the file,

passed the ILTS Test of Academic Proficiency, or its equivalent.

Retention Requirements
Students admitted to the licensure program must maintain a GPA of 2.50 in all course work undertaken at NIU;

prior to student teaching, complete 8 semester hours of biological sciences, including at least 3 semester hours in courses numbered 200 and above;

take and pass the ILTS Assessment of Professional Teaching test Teacher Performance Assessment (edTPA) before completion of the program.

General Requirements and Information
The program of courses for meeting licensure requirements must be approved by the discipline coordinator director in the Department of Chemistry and Biochemistry … …

At this time, state requirements include … … Test of Academic Proficiency and secondary licensure subject matter examinations of the Illinois Licensure Testing System, passage of the Assessment of Professional teaching test edTPA, and demonstration that the candidate has met teaching standards for the chemistry or environmental science teacher.
Contact the discipline coordinator for information on the necessary criteria that experiences must meet to demonstrate fulfillment of licensure requirements.

**Department of Communication**

**Course Revision**

Page 236, 2015-16 Undergraduate Catalog

COMS 466. NARRATIVE SCRIPTWRITING (3). Focus on structure, development, and execution of a 100-page narrative fiction script for media. Creativity, … … PRQ: COMS 355.

**Course Revisions**

Page 237, 2015-16 Undergraduate Catalog

JOUR 200A. BASIC NEWS WRITING (3). Principles and practices … …. PRQ: ENGL 404 or ENGL 405.

JOUR 200B. BASIC NEWS WRITING (3). Principles and practices … …. PRQ: ENGL 404 or ENGL 405.

**Other Catalog Change**

Page 232, 2015-16 Undergraduate Catalog

**Major in Communication Studies (B.A. or B.S.)**

↓

**Emphasis 2. Media Studies**

**Requirements in Department (35-37)**

↓

COMS 357 – Introduction to Studio Production (4)

**OR** COMS 349 – Introduction to Audio Production (4)

OR COMS 358 – Introduction to Field Production (4)

OR COMS 359 – Interactive Media Production I (4)

↓

Five courses from the following (15-17)

Of these 15-17 semester hours, no more than 9 … … and cultural studies.

COMS 309 – Performance in Speech Communication (3)

COMS 349**↓** – Introduction to Audio Production (4), if not used to fulfill the requirement above.

COMS 357 – Introduction to Studio Production (4)

↓

COMS 392 – Special Topics in Media Production (3). This course can only be taken once.

↓
Digital Media Production

Requirements in Department (14)

Course work from the following, with consent of production faculty adviser, as needed to complete a minimum of 14 credit hours.

- COMS 426A – Advanced Documentary Field Production (3)
- COMS 426B – Advanced Narrative Field Production (3)

Department of Economics

Course Revision

370. CURRENT ECONOMIC ISSUES (3).
   A. Health Economics
   B. Income Distribution and Poverty
   C. Economics and Equity
   D. Economic Analysis of Recent Legislation
   E. Game Theory
   F. Industrial Organization
   G. Topics in Modern Economics

Topics of current importance to consumers, resource owners, business, and government. May be repeated up to 96 hours once as topics change and can be taken concurrently. PRQ: ECON 260 and ECON 261.

Course Revision

494. INTERNSHIP IN ECONOMICS (3 1-6). Student works for …… May not be repeated up to a maximum of 6 semester hours with Department approval. Up to 3 semester hours may be applied toward satisfying the requirements for the B.A. or B.S. in Economics. PRQ: Junior or senior standing with a declared major in economics and consent of a department faculty member.

Other Catalog Change

Major in Economics (B.A. or B.S.)

Requirements outside Department (B.A., 3-16; B.S., 11-14)

For the B.S. degree
One of the following groups (11-14)
Either
CSCI 210 – Elementary Programming (4)
OR CSCI 230 240 – Computer Programming in FORTRAN C++ (4)

Department of English
All University Section
University Graduation Requirements

General Education Requirements

Knowledge Domain Course Descriptions

Creativity and Critical Analysis
ENGL 110. TRANSFORMATIVE FICTIONS (3). How can reading fiction transform our understanding of reality. Explore novels, short stories, and plays to see how writers convince us to enter the worlds and believe in the characters they create. Survey with selected authors.

ENGL 115. BRITISH IDENTITIES, BRITISH LITERATURE (3). Discover Britain’s literary traditions and cultures … ….

ENGL 116. AMERICAN IDENTITIES, AMERICAN LITERATURE (3). American writers from the nation’s beginning have shown the world who Americans are and what shapes their beliefs. Explore fiction, poetry, nonfiction, and … ….

ENGL 310. IDEAS AND IDEALS IN WORLD LITERATURE UNCENSORED CLASSICS (3). Read translations of epics, religious writing, treatises on love, myths, novels, essays, and plays—ancient to modern, Eastern and Western. Learn how How to define what the “classics” are defined and why people find them so provocative and explore why these works endure. Survey with selected authors.

ENGL 315. READINGS IN SHAKESPEARE FOR NONMAJORS (3). Shakespeare’s plays and poetry that continue to engage and excite modern audiences with exploration of perennial themes and vivid representations of human experience and conflicts, because of their sexual escapades, political intrigue, and tragic violence. Read some of his most entertaining works to learn why “The Bard” focused on these themes and why he is still considered a must-read. Not available for credit in the major. Credit available for general education and educator licensure candidates in English Language Arts in middle school.
**Illinois Articulation Initiative Core Curriculum**

**Humanities and Fine Arts**

- ARTH 282 – Introduction to World Art  
  F2 900
- ENGL 116 – American Identities, American Literature  
  H3 914
- ENGL 310 – Ideas and Ideals in World Literature Uncensored Classics (3)  
  H3 906
- ENGL 311 – Transformative Poetry (3)  
  H3 914
- ENGL 315 – Readings in Shakespeare for Non-Majors (3)  
  H3 905

**Department Sections**

**Courses Leading to Licensure in English Language Arts**

404. THEORY AND RESEARCH IN WRITTEN COMPOSITION FOR ENGLISH LANGUAGE ARTS (3).

A. English Language Arts. Theory and research applied to principled practices in teaching and evaluating composition in middle school content areas other than English Language Arts, with emphasis on meeting Common Core Standards for writing in the multicultural classroom. Aligned with the Illinois Professional Teaching Standards.

480. MATERIALS AND METHODS OF TEACHING ENGLISH LANGUAGE ARTS (3).

A. At the Secondary Level. Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of instructional activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the high level (9-12). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English Language Arts. PRQ: ENGL 479 or consent of department. CRQ: ENGL 482.

B. At the Middle Level. Methods, curriculum materials, and technologies essential to the teacher of English Methods, curriculum materials, and technologies essential to the teacher of English Language Arts. Emphasis on designing coherent and integrated units of instruction, including the strategic use of assessments to foster learning. Developing a variety of instructional activities and multiple representations of concepts to accommodate diverse students’ characteristics and abilities, especially for learners at the middle school level (grades 5-8). Aligned with the Common Core Standards, the Illinois Professional Teaching Standards, and the National Council of Teachers of English standards for teaching English
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

Language Arts.

Course Revisions Pages 252, 2015-16 Undergraduate Catalog

Literature Courses

110. TRANSFORMATIVE FICTIONS (3). How can reading fiction transform our understanding of reality? Explore novels, short stories, and plays to see how writers convince us to enter the worlds and believe in the characters they create. Survey with selected authors.

115. BRITISH IDENTITIES, BRITISH LITERATURE (3). Discover Britain’s literary traditions and cultures.

116. AMERICAN IDENTITIES, AMERICAN LITERATURE (3). American writers from the nation’s beginning have shown the world who Americans are and what shapes their beliefs. Explore fiction, poetry, nonfiction, and…

310. IDEAS AND IDEALS IN WORLD LITERATURE UNCENSORED CLASSICS (3). Read translations of epics, religious writing, treatises on love, myths, novels, essays, and plays—ancient to modern, Eastern and Western. Learn how to define what the “classics” are and why people find them so provocative. Survey with selected authors.

315. READINGS IN SHAKESPEARE FOR NONMAJORS (3). Shakespeare’s plays and poetry that continue to engage excited modern audiences with exploration of perennial themes and vivid representations of human experience and conflicts, because of their sexual escapades, political intrigue, and tragic violence. Read some of his most entertaining works to learn why “The Bard” focused on these themes and why he is still considered a must-read. Not available for credit in the major. Credit available for general education and educator licensure candidates in English Language Arts in middle school.

GEC 11/19/15

Other Catalog Change Page 248, 2015-16 Undergraduate Catalog

Department Requirements

ENGL 103, ENGL 203, and ENGL 204 are not counted toward the 50-60-semester-hour maximum hours allowed in a single department, as described in “Special Requirements in the College of Liberal Arts and Sciences.”
The Department of English offers a major leading to the B.A. degree. English majors may choose one of three tracks: Studies in Literature, Secondary Licensure in English Language Arts, or Studies in Writing. Each track requires courses across specific groups to encourage a breadth of study. Advisers will help students plan their curricula according to students’ professional interests. are required to take courses in several areas but are encouraged to explore the range of literary and linguistic study and allowed to proportion their work as they and their department advisers find appropriate through course selection within groups. Because of the number of courses available and the variety of professional opportunities related to the English major, students are encouraged to plan their curricula in consultation with the department adviser for majors.

The department offers a minor in English and participates with the Department of Communication in offering a minor in applied communication and with the Department of Foreign Languages and Literatures in offering a minor in comparative literature. The department also participates in the interdisciplinary minors in black studies, classical studies, Latino/Latin American studies, linguistics, and women’s studies.

Studies in Literature traces the development of British, American, and world culture and thought, from the earliest years to the most recent. This track leads to many career possibilities where the ability to read closely, interpret productively, think critically, and speak and write persuasively are essential skills.

Secondary Licensure in English Language Arts prepares students to teach grades 9-12. Students interested in teaching English in grades 5-8 should fulfill the specified requirements for middle school licensure in English Language Arts. Students from other subject areas may choose to fulfill the requirements for educator licensure in English Language Arts as an additional endorsement.

Studies in Writing includes The department offers internship opportunities in professional writing, and editing, and training on campus or with local businesses, companies, and organizations. Students may receive credit and, in some cases, payment for these internships. Interested students should consult the college department coordinator of internships.

A Certificate of Undergraduate Study in Creative Writing is available for students in English or other majors.

The department supports several minors. The Literature minor may focus on a particular topic, historical period, or genre such as the novel, short story, play, poetry, or nonfiction. The Linguistics minor includes courses offering a range of approaches to the study of the nature of human language; the cognitive studies minor offers courses with interdisciplinary approaches to the nature of knowledge and thought. The department participates with the Department of Communication in offering a minor in Professional Communication and with the Department of Foreign Languages and Literatures in offering a minor in Comparative Literature. The department also participates in offering interdisciplinary minors with Black Studies, Classical Studies, Latin American Studies, and Gender and Sexuality Studies.

A concentration in Medieval Studies exploring the literary roots and early languages of present-day Britain
The department offers an honors ... in the university’s general education program. The department also offers several courses in composition beyond the required freshman English courses for both majors and non-majors.

**Department Requirements**

The GPA in the English major and minor is calculated by using all and only those English courses at NIU numbered 110 or higher, specifically excluding Foundational Studies in English composition (ENGL 103, ENGL 203, and ENGL 204). These foundational courses are not counted toward the maximum of 60 hours allowed in a single department, as described in “Special Requirements in the College of Liberal Arts and Sciences.”

English majors and minors must take ENGL 200 and ENGL 300 A, B, or C. These courses form the basis for the literary approaches and writing proficiencies needed for English Studies and should be taken as early as possible.

Students with a major or minor in English must demonstrate competence in the fundamentals of English grammar by successfully completing ENGL 207 or by passing the Grammar Exemption Exam (GEE), an exemption examination. Students should satisfy this requirement as early as possible. Teacher licensure candidates in English cannot be exempt from ENGL 207 through the GEE. Students who pass the GEE exemption examination will be required to substitute another English course at the 100-400 level, taken at NIU or elsewhere, to complete the 39 required semester credit hours in the major or the 18 semester credit hours required in the minor. Failing to pass the GEE exemption examination on the first attempt necessitates that a student successfully complete ENGL 207.

ENGL 103, ENGL 203, and ENGL 204 are not counted toward the 50-semester-hour maximum hours allowed in a single department, as described in “Special Requirements in the College of Liberal Arts and Sciences.”

**Track 1. English Studies in Literature**

Students majoring in the English Studies in Literature track are required to take courses that ground them in medieval to contemporary periods. Students should consult with department advisers regularly about course offerings and degree requirements. Students can also consult with faculty about preparation for advanced literary studies and scholarship, or careers associated with literary history, research, publishing, editing, and archiving.
Requirements in Department (39)
ENGL 200 – Literary Study: Research and Criticism (3)
ENGL 207 – Fundamentals of English Grammar (3)

One of the following
ENGL 300A – Advanced Essay Composition (3) A. General
ENGL 300B – Advanced Essay Composition (3) B. Pre-Law
ENGL 300C – Advanced Essay Composition (3) C. Licensure in Teaching

ENGL 300A, ENGL 300B, OR ENGL 300C - Advanced Essay Composition (3)

Group 1 – One of the following
ENGL 318 – Dynamics of Our Living Language (3)
ENGL 434X – Language and Gender (3)

Group 2 – Two of the following (3) including one of ENGL 330, ENGL 331, ENGL 332, or ENGL 375 (6)
ENGL 330 – American Literature to 1830 (3)
ENGL 331 – American Literature: 1830-1860 (3)
ENGL 332 – American Literature: 1860-1910 (3)
ENGL 375 – The American Novel (3)

Group 3 – One of the following (3)
ENGL 333 – American Literature: 1910-1960 (3)
ENGL 334 – American Literature: 1960-Present (3)
ENGL 374 – The American Short Story (3)
ENGL 375 – The American Novel (3)
ENGL 376 – American Drama Since 1900 (3)
ENGL 377 – American Poetry Since 1900 (3)
ENGL 381 – American Ethnic Literature (3)

One course from each group below (must include choice of including one of ENGL 406, ENGL 407, or ENGL 409) (12)

Group 4 – Choose One of the following (3)
ENGL 405 – Early English Literature (3)
OR ENGL 406 – Chaucer (3)
OR ENGL 420 – Arthurian Literature (3)

Group 5 – Choose One of the following (3)
ENGL 407 – Shakespeare (3)
OR ENGL 408 ...
OR ENGL 409 ...
OR ENGL 410 – 17th Century English Literature: 1603-1660 (3)

Group 6 – Choose One of the following (3)
ENGL 412 – Restoration and 18th Century English Literature (3)
OR ENGL 413 ...
OR ENGL 414 ...
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

OR ENGL 470 – The English Novel to 1900 (3)

Group 4-7 – Choose a One of the following (3)
- ENGL 471 – The English Novel Since 1900 (3)
- OR ENGL 475 …
- OR ENGL 476 …†
- OR ENGL 477 – Postcolonial and New Literatures in English (3)

Electives
Three additional English courses at the 300-400 level, selected from the above courses not used to fulfill area requirements and/or from other English courses (9)

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

Candidates for Secondary Licensure in English Language Arts (grades 9-12) must complete a minimum of 40 hours in English, plus successful completion of student teaching (typically 12 hours).

These are minimum requirements. Meeting these requirements will not guarantee students admission to the program or to particular courses.

Students majoring in English major who seek licensure to teach English Language Arts at the secondary level should consult with the coordinator of the English licensure program educator licensure in English at the earliest possible date. Undergraduate majors normally apply for admission to the program for licensure in secondary English Language Arts at the end of the sophomore year, except in the case of transfer students, who normally apply during their first semester at NIU. Graduate students should see the appropriate section of the entry in the Graduate Catalog for the Department of English. Students who already … …. 

Admission Requirements

Completion of Foundational Studies in English composition (ENGL 103-ENGL 203, or ENGL 204), oral communication, and quantitative literacy with a grade of C or better in each course used to satisfy these requirements.

A cumulative GPA of at least 2.75 based on a minimum of 15 credit-semester hours of NIU course work.

Completion of at least 9 credit-semester hours of English at NIU, which must include ENGL 200, ENGL 207, and ENGL 300C. Educator licensure candidates must earn a minimum grade of B- in ENGL 300C and a minimum grade of C in other English courses. Required overall English GPA is 3.00.

Written application and satisfactory interview with Application in writing to the program coordinator.
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

Passing score on the Test of Academic Proficiency, or equivalent recognized by the Illinois State Board of Education.

Completion of at least 9 semester hours of English beyond ENGL 103-ENGL 203 or ENGL 204 at NIU, including ENGL 200, ENGL 207, and ENGL 300C, with an English GPA of at least 3.00 including a minimum grade of B in ENGL 300C and a minimum grade of C in all other English classes used in the calculation of the ENGL GPA. All undergraduate educator licensure candidates in English Language Arts are required to complete ENGL 207 with a minimum grade of C.

Completion of at least 15 hours of work at NIU with a GPA of at least 2.75.

Completion of the foundational studies requirements in writing, oral communication, and quantitative literacy with a grade of C or better in each course used to satisfy these requirements.

Satisfactory interview with the coordinator.

Retention

Candidates for secondary licensure in English Language Arts Students must maintain have a minimum GPA of 2.75 in all work at NIU with plus a minimum GPA of 3.00 in all English coursework courses at NIU beyond ENGL 103-ENGL 203 or ENGL 204 at NIU. Candidates They must obtain a grade of B or better in ENGL 404, ENGL 479, ENGL 480, and ENGL 482, and have … ….. Educator licensure candidates should save appropriate evidence of content-area knowledge for their pre-service portfolio.

Requirements in Department (47-52 39)

ENGL 404, ENGL 479, ENGL 480, ENGL 482, and ENGL 485 must be taken in sequence. ENGL 480 and ENGL 482 must be taken in the semester immediately prior to enrollment in ENGL 485. Licensure candidates Students are admitted to ENGL 485 only upon application, review of their academic record and of their professional disposition, fitness, and satisfactory completion of all other work required for graduation, including all other work in the major.

ENGL 485 – Student Teaching in Secondary English Language Arts (7-12) Students must take 3 semester hours in this course.

Group 1 - One of the following (3)

ENGL 330 – American Literature to 1830 (3)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog  
ENGL 375 – The American Novel (3)  
Group 2 - One of the following (3)  
ENGL 333 – American Literature: 1910-1960 (3)  
ENGL 381 – American Ethnic Literature (3)  
Group 3 - One of the following (3)  
ENGL 405 – Early English Literature (3)  
ENGL 420 – Arthurian Literature (3)  
Group 4 - One of the following (3)  
ENGL 413 – The Romantic Period (3)  
ENGL 477 – Postcolonial and New Literatures in English (3)  
ENGL 404 - Theory and Research in Written Composition for English Language Arts (3)  
ENGL 480 – Materials and Methods of Teaching English Language Arts (3)  
ENGL 482 - Clinical Experience in Secondary English Language Arts (1-2)  
Must be taken concurrently with ENGL 480.  
ENGL 485 – Student Teaching in Secondary English Language Arts (7-12)  
Students must take 3 semester hours in this course.  
ENGL 404, ENGL 479, ENGL 480, ENGL 482, and ENGL 485 must be taken in sequence. ENGL 480 and ENGL 482 must be taken in the semester immediately prior to enrollment in ENGL 485. Licensure candidates are admitted to ENGL 485 only upon application, review of their academic record and professional disposition fitness, and satisfactory completion of all other work required for graduation, including all other work in the major.  
Requirements Outside Department (9-21)  
Additional Requirements  
The Illinois State Board of Education (ISBE) specifies that candidates earn a grade of C or better in each course required for educator licensure. This requirement includes courses used to fulfill Educator Licensure in English Language Arts as an additional endorsement (see below) as well as professional education courses offered in the College of Education. NOTE: The Department of English requires that candidates for Track 2: English Studies Leading to Secondary Licensure in English Language Arts, Grades 9-12 and candidates for Middle School Licensure in English Language Arts, Grades 5-8 (see below) maintain a 3.00 English GPA (excluding First Year Composition). Track 2 candidates must maintain a 2.75 NIU cumulative GPA.  
The Illinois State Board of Education (ISBE) state of Illinois requires a minimum of 100 clock hours of substantial, varied, and sequential clinical experiences prior to student teaching. This requirement may be
satisfied by successfully completing the following courses:

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)  
Students must take 2 semester hours in this course

ENGL 482 – (see above) Clinical Experience in Secondary English Language Arts (1–2)  
A course in the teaching of English Language Learners  
A course in the methods of teaching exceptional children (3)

Also Required

Students are also required to have course work in reading instruction at the secondary level and in human growth and development. Students should consult with the educator licensure coordinator in English to determine which courses are approved for satisfying the additional requirements. Students must also pass the Illinois examination for licensure for teaching in English Language Arts and fulfill any additional state of Illinois requirements.

The ISBE and requirements for educator licensure in English Language Arts at NIU also specify that candidates in Track 2 must earn a grade of C or better for each course included in required professional coursework in reading instruction, human growth and development, and teaching of English Language Learners and exceptional children. Candidates should consult with the coordinator in English licensure to determine which courses satisfy these additional requirements outside the department.

In addition, candidates for secondary licensure in English must pass the Illinois examination for licensure in English Language Arts content, the Illinois Assessment for Professional Teaching (APT), and the Teacher Performance Assessment (edTPA).

Requirements for Middle School Licensure in English Language Arts (30 27)

The ISBE specifies that candidates earn a C or better in each course required for educator licensure. The following are minimum requirements. The Illinois State Board of Education strongly recommends at least 33 hours of preparation in the candidate’s primary subject area of middle school licensure. The following are minimum English department requirements:

ENGL 310 – Ideas and Ideals in World Literature Uncensored Classics (3)  
ENGL 315 – Readings in Shakespeare for Non-Majors (3)  
OR ENGL 407 – Shakespeare (3)  
OR a 300 or 400-level course in British literature (3)  
A 300 or 400-level course in American literature (3)  
One of the following in American Literature (3)  
ENGL 330 - American Literature to 1830 (3)
ENGL 331 - American Literature: 1830-1860 (3)
ENGL 332 – American Literature: 1860-1920 (3)
ENGL 333 - American Literature: 1920-1960 (3)
ENGL 404 - Theory and Research in Written Composition for English Language Arts (3)
ENGL 479 – Theory and Research in Literature for English Language Arts (3)
ENGL 480 — Methods and Materials for Teaching English Language Arts (3)
Plus a culminating methods course leading to middle school educator licensure that aligns with the National Council of Teachers of English standards for teaching English Language Arts (3)

Requirements for Educator Licensure in English Language Arts as an Additional Endorsement (24)
The ISBE specifies that candidates earn a grade of C or better in each course required for educator licensure.

This additional endorsement will also satisfy the requirement for an English minor. The candidate must apply to the coordinator of teacher licensure in English to declare the English minor.

ENGL 300 – Advanced Essay Composition (3) C. Licensure in Teaching
ENGL 315 – Readings in Shakespeare for Nonmajors (3)
OR ENGL 407 – Shakespeare (3)

Total hours for a Major in English, Track 2: 56-68

Track 3. English Studies in Writing
Students majoring in the English Studies in Writing are strongly encouraged to balance technical and creative writing classes to assemble a portfolio that demonstrates the fullest range of practices in writing. Internships are highly recommended for students serious about a writing career. Students will have flexibility to develop a general focus on professional writing, creative writing, or both. They will ground their writing practice in a substantive understanding of language analysis, literary analysis, critical thinking, and the major literary genres. Students in creative writing may also earn the Certificate of Undergraduate Study in Creative Writing.

If the required 39 credit hours in English are satisfied, additional course work in writing may include the following:

COMS 300 - Speech Writing (3)
COMS 355 - Media Writing (3)
COMS 466 - Narrative Scriptwriting (3)
JOUR 200A - Basic News Writing (3) (print emphasis)
JOUR 200B - Basic News Writing (3) (broadcast emphasis)
JOUR 301 - Article Writing (3)
Students should consult with the English department adviser about selecting courses outside the department.

Requirements in Department (39)

\[ \text{OR ENGL 300 – Advanced Essay Composition (3)} \]
\[ \text{C. English Teacher Certification} \]

**Group 1 – Two of the following (6)**
\[ \text{ENGL 301 – Writing Poetry I (3)} \]
\[ \text{ENGL 403 – Technical Editing (3)} \]

**Group 2 – Two of the following (6)**
\[ \text{ENGL 304 – Writing Arts Criticism (3)} \]
\[ \text{ENGL 496 – Internship in Writing, Editing, or Training (1-6)} \]
\[ \text{Students must enroll in this course for 3 semester hours} \]

**Group 3 – One of the following (6)**
\[ \text{ENGL 318 – Dynamics of our Living Language (3)} \]
\[ \text{ENGL 434X – Language and Gender (3)} \]

**Group 4 – One of the following (6)**
\[ \text{ENGL 374 – The American Short Story (3)} \]
\[ \text{ENGL 474 – The International Short Story (3)} \]

**Group 5 – One of the following (6)**
\[ \text{ENGL 363 – Literature and Film (3)} \]
\[ \text{ENGL 476 – British Drama since 1900 (3)} \]

**Group 6 – One of the following (6)**
\[ \text{ENGL 311 – Transformative Poetry (3)} \]
\[ \text{ENGL 377 – American Poetry Since 1900 (3)} \]
\[ \text{ENGL 475 – British Poetry Since 1900 (3)} \]

Two additional English literature courses at the 300-400 level, selected from the above courses not used to fulfill area requirements and/or from other English courses (6).
Environmental Studies

New Course

CIP: 03.0103

435X. GENDER AND THE ENVIRONMENT (3). Crosslisted as WGST 435. Topics and issues pertaining to gender and the environment such as the role of gender and other social factors in perceptions, knowledge, and behaviors regarding the environment today and in the past; women’s contributions to environmental arts and sciences; the role of gender in environmental activism and policy in the U.S. and around the globe.

Course Revision

450. ISSUES IN ENVIRONMENTAL STUDIES (3-6) Interdisciplinary approaches and perspectives on selected issues in environmental studies. Independent study and seminars. May be repeated to a maximum of 6 semester hours. PRQ: Completion of 15 semester hours comprising the ENVS core (ENVS 301, ENVS 302, ENVS 303, ENVS 304, and ENVS 305X) Consent of department.

305X. GREEN TECHNOLOGIES (3). Crosslisted as TECH 305. … … PRQ: MATH 155 with a C or better; or MATH 211 or MATH 229 or MATH 230; and CHEM 100 or CHEM 110 or CHEM 210 or PHYS 140.

Other Catalog Change

Majoring in Environmental Studies (B.A. or B.S.)

Requirements in Environmental Studies (19)

Three semester hours from the following (3)

ENVS 450 – Issues in Environment Studies (3-6)

Requirements outside Environmental Studies (B.A., 9-22; B.S., 15-16)

For the B.A. degree

CHEM 100 – Chemistry in Everyday Life (3)

OR CHEM 110 - Chemistry (3)

OR PHYS 140 – Physics and Society (3)

OR ISYE 100 – Fundamentals of Manufacturing Systems (3)
Emphasis 1. Biodiversity and Environmental Restoration (34-41)

Requirements outside Environmental Studies (14)

Select one of the following humanities and social sciences courses (3)

- ECON 386 – Environmental Economics (3)
- ENVS 435X/WGST 435 – Gender and the Environment (3)
- HIST 377 – American Environmental History (3)
- PHIL 334 – Animal Ethics (3)
- PHIL 335 – Environmental Ethics (3)

Electives (18)

Select at least one of the following conceptually-based courses (3)

- BIOS 487 – Conservation Genetics (3)
- GEOG 306 – Severe and Hazardous Weather (3)
- GEOG 422 – Plant-Soil Interactions (4)

Select at least one of the following methods-based courses (3)

- GEOG 403 – Soils and Environmental Land Use Planning (3)
- GEOG 406 – Natural Hazards and Environmental Risk (3)
- GEOG 413 – Forest Ecology and Management (3)

Emphasis 2. Energy Studies (34)

Requirements outside Environmental Studies (13)

- GEOG 453 – Environmental Management (3)
- ISYE 421 – Introduction to Green Engineering (3)
- PHYS 210 – General Physics I (4)
  - OR PHYS 253 – Fundamentals of Physics I: Mechanics (4)
- TECH 484 – Energy Management (3)
- TECH 417 - Design for Energy Efficiency and Green Materials (3)

Select three of the following technology/engineering-based courses (9)

- ISYE 421 - Introduction to Green Engineering (3)
- ISYE 453 – Integrated Product and Process Design (3)

Select three of the following applications and natural science-based courses (9)

↓
GEOG 368 – Climate Change: Science, Impacts and Mitigation (3)
GEOG 406 – Natural Hazards and Environmental Risk (3)
GEOG 459 – Geographic Information Systems (3)

Select one of the following law/policy courses (3)
POLS 220 – Introduction to Public Policy (3)
POLS 324 – Politics of Environmental, Health, and Safety Regulation (3)

Requirements outside Environmental Studies (15)
Select one of the following humanities courses (3)
PHIL 335 – Environmental Ethics (3)
OR PHIL 334 - Animal Ethics (3)
WGST 435/ENVS 435X – Gender and the Environment
OR ENVS 435X—Gender and the Environment (3)

Electives (15)
Select at least two of the following humanities courses (6)
WGST 430 – Special Topics in Women’s and Gender Studies (3)
WGST 432 – Feminist Theory (3)

Emphasis 4. Environmental Policy (30-31)

Requirements outside Environmental Studies (9)
Select one of the following humanities courses (3)
ENVS 435X/WGST 435 — Gender and the Environment (3)
HIST 377 – American Environmental History (3)
PHIL 334 - Animal Ethics (3)
PHIL 335 – Environmental Ethics (3)

Electives (21-22)
Select at least two of the following humanities courses (6-9)
PHIL 331 – Ethics (3)
PHIL 334 - Animal Ethics Credits (3)
PHIL 335 – Environmental Ethics (3)
PHIL 450 – Topics in Social and Political Philosophy (3)
WGST 432 – Feminist Theory (3)
WGST 435/ENVS 435X – Gender and the Environment (3)
OR ENVS 435X – Gender and the Environment (3)

Select one of the following science, engineering, and technology courses (3-4)
BIOS 106 – Environmental Biology (3)
TECH 245 – Pollution Prevention and Sustainable Production (3)

Emphasis 6. Water Sciences (37-41)

Requirements outside Environmental Studies (13)

GEOL 390 – Introduction to Groundwater (3)
OR GEOL 490 – Hydrogeology (3)
ENVS 409 – Water Quality (4)

Select three of the following conceptually-based courses (9-11)

BIOS 448 – Aquatic Ecology (4)
GEOG 306 – Severe and Hazardous Weather (3)
GEOL 421 – Environmental Geochemistry (3)

Select at least one of the following methods-based courses (3)

GEOG 403 – Soils and Environmental Land Use Planning (3)
GEOG 406 – Natural Hazards and Environmental Risk (3)

Total Hours for a Major in Environmental Studies: 58-81 (B.A.); OR 63-75 (B.S.)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

FLKN — Korean
FLMT — Foreign Language Methods

Other Graduation Requirements

Foreign Language Requirements for the B.A. Degree

Successful completion of one of the following sequences.

American Sign Language: FLSL 101, FLSL 102, FLSL 201, FLSL 202
Khmer: FLKH 103, FLKH 104
Korean: FLKN 103, FLKN 104
Latin: FLCL 101, FLCL 102, FLCL 201, FLCL 202

Exemption (no credit awarded) by demonstrating competence ... Such examinations are available for languages taught by the faculty of the NIU Department of Foreign Languages and Literatures. For American Sign Language, a skills test is administered by the School of Allied Health and Communicative Disorders.

OR

registration as an international student at NIU, with a native language other than English.

Department sections

Course Deletions

FLKN 103. BEGINNING KOREAN I (5)
FLKN 104. BEGINNING KOREAN II (5)

Course Revisions

FLFR 102. BEGINNING FRENCH II (3). Continuation of FLFR 101. PRQ: FLFR 101. Generally appropriate for those with one year of high school French; appropriate score on the placement test is required, or consent of department.

FLFR 201. INTERMEDIATE FRENCH I (3). Continuation of FLFR 102 to further develop development of grammar, composition, reading, and cultural awareness to increase language mastery.
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

PRQ: FLFR 102. Generally appropriate for those with two years of high school French; appropriate score on the placement test is required, or consent of department.

FLFR 202. INTERMEDIATE FRENCH II (3). Further developing skills of reading, writing, listening and speaking. Study of French and Francophone culture and civilization through a variety of media. PRQ: FLFR 201. Generally appropriate for those with three years of high school French; appropriate score on the placement test is required, or consent of department.

PRQ: FLIT 101. Generally appropriate for those with one year of high school Italian; appropriate score on the placement test is required, or consent of department.

FLIT 201. INTERMEDIATE ITALIAN I (3). Review of grammar, work in composition and the reading of modern Italian authors, to develop language mastery. PRQ: FLIT 102. Generally appropriate for those with two years of high school Italian; appropriate score on the placement test is required, or consent of department.

FLIT 202. INTERMEDIATE ITALIAN II (3). Further developing reading, writing, listening and speaking. Study of Italian culture and civilization through a variety of media. PRQ: FLIT 201. Generally appropriate for those with three years of high school Italian; appropriate score on the placement test is required, or consent of department.

FLSP 102. BEGINNING SPANISH II (3). Continuation of FLSP 101. PRQ: FLSP 101. Generally appropriate for those with one year of high school Spanish; appropriate score on the placement test is required, or consent of department.

FLSP 201. INTERMEDIATE SPANISH I (3). Further development of grammar, composition, reading, and cultural awareness to increase language mastery. PRQ: FLSP 102. Generally appropriate for those with two years of high school Spanish; appropriate score on the placement test is required, or consent of department.

FLSP 202. INTERMEDIATE SPANISH II (3). Further developing skills of reading, writing, listening and speaking. Study of Hispanic culture and civilization through a variety of media. PRQ: FLSP 201. Generally appropriate for those with three years of high school Spanish; appropriate score on the placement test is required, or consent of department.

FLSP 211. INTERMEDIATE SPANISH CONVERSATION (3). Conversational practice. Drill in correct … …. PRQ: FLSP 201 or placement into FLSP 202 by examination; or three years of high school Spanish.
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

and appropriate score on the placement test and consent of department. May be taken concurrently with FLSP 202.

FLGE 101.  INTERMEDIATE GERMAN I (3). Review of grammar, structure, and syntax. Reading and discussion of a variety of text types, with practice in speaking and writing. PRQ: FLGE 102. Generally appropriate for those with two years of high school German; appropriate score on the placement test is required, or consent of department.

FLGE 201. INTERMEDIATE GERMAN II (3). Further developing skills in listening, speaking, reading, and writing. Study of German, Swiss, and Austrian culture and civilization through a variety of media. PRQ: FLGE 201. Generally appropriate for those with three years of high school German; appropriate score on the placement test is required, or consent of department.

FLRU 101.  INTERMEDIATE RUSSIAN I (3). Work in conversation, composition, and the reading of modern Russian authors to develop language mastery. PRQ: FLRU 102. Generally appropriate for those with two years of high school Russian; appropriate score on the placement test is required, or consent of department.

FLRU 201. INTERMEDIATE RUSSIAN II (3). Further developing skills in listening, speaking, reading, and writing. Study of Russian culture and civilization through a variety of media. PRQ: FLRU 201. Generally appropriate for those with three years of high school Russian; appropriate score on the placement test is required, or consent of department.

Course Revision

FLAL 415. INTERNSHIP IN FOREIGN LANGUAGES (3). Credit awarded … …. Open to declared foreign language majors in French, German, or Spanish. Not available for credit to students with credit in ILAS 390. S/U grading. PRQ: Consent … ….
Foreign Languages and Literatures
↓
Educator Licensure – Foreign Languages

Accelerated B.A./J.D. Program in French, German, or Spanish Language and Literature and Law

Admission
The six-year accelerated program leads to both the B.A. in French, German, or Spanish and J.D. degrees. Students who want to complete this program must identify themselves to the Foreign Language Department as majors who will complete the 3+3 Program. Undergraduates who major in French, German, or Spanish and have completed at least 90 credit-semester hours of undergraduate course work (including all General education and major requirements) with a minimum GPA of 3.25 are eligible to apply for admission to NIU's College of Law under the special provisions of this program. As part of the application to the College of Law, applicants must take the LSAT and must receive a score above the 50th percentile of the previous year's matriculating law class. Applicants are strongly advised to take the LSAT and submit their application to the College of Law no later than February 15 of the applicant's junior year. Admission will be on a competitive basis, and the likelihood of admission will depend on the number and quality of the applicants to the program, the number and quality of applicants to the College of Law in general, as well as other factors normally considered in admissions decisions by the College of Law.

Curriculum
Students must complete all the requirements of the French, German, or Spanish Language and Literature degree as well as all general education requirements by the end of their junior year. Students accepted into the College of Law pursuant to the special provisions of this program will matriculate in the College of Law in the fall of their senior year. Up to 30 hours of law courses will count toward the final 30 credits of the undergraduate degree. The final two years of the program will follow the standard College of Law timetable.

Degree with Honors
↓

Minor in Chinese Studies (24)
↓
Two of the following from departments other than the student’s major (6):
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

HIST 490J 491J – Special Topics in History: Asian (3)

Other Catalog Change

Minor in French (48 21)

\[
\begin{array}{l}
\text{Requirements (18)} \\
\text{Required (15)} \\
\text{FLFR 101 - Beginning French I (3)} \\
\text{FLFR 102 - Beginning French II (3)} \\
\text{FLFR 201 - Intermediate French I (3)} \\
\text{FLFR 202 - Intermediate French II (3)} \\
\text{FLFR 311 - French Conversation (3)}
\end{array}
\]

Electives

Choose five two courses from among the following (15 6)

One class must be from the department’s French offerings:

- FLFR 300 – Special Topics in French Language, Literature, Linguistics, or Culture (3)
- FLFR 301 – Advanced French Grammar and Composition (3)
- FLFR 302 – Advanced French Grammar and Translation (3)
- FLFR 311 – French Conversation (3)
- FLFR 320 – Analyse de Texte (3)

Elective from 400-level FLFR courses (3)

- HIST 311 - Early Modern France, 1500-1789 (3)
- HIST 312 - France Since 1815 (3)
- HIST 339 - French Overseas Empire (3)

Other Catalog Change

Minor in Japanese Studies (24)

Two of the following from departments other than the student’s major (6)

- HIST 490J 491J – Special Topics in History: Asian (3)

Department of Geology and Environmental Geosciences

New Course
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

CIP Code: 40.0601

200. GEOSCIENCE CAREER PREPARATION (1). Development of professional skills and attitudes necessary for employment in geoscience-related fields. Topics include résumé creation, interviewing techniques, professional networking, technical writing, personal marketing, and career path identification. PRQ: Declared major in geology and environmental geosciences.

Department of History

New Course

New Course Page 292, 2015-16 Undergraduate Catalog

CIP: 54.0101

391. TOPICS IN HISTORY (3).
A. Group A
B. Group B
C. Group C
Selected themes that fit one of the three distribution groups required for majors. Topics announced. May be repeated when subject matter varies up to a maximum of 15 semester hours.

Course Revisions

Course Revisions Page 290, 2015-16 Undergraduate Catalog


305. EUROPE IN THE EARLY MIDDLE AGES (3). Survey of society, culture, religion, politics, and intellectual life during the early Middle Ages (c. 500 - c. 1000). Geographic coverage includes Europe, the Byzantine Empire, and the Islamic Caliphate. The formation of Medieval Europe from the decline of the ancient world to the late 10th-century revival.

306. EUROPE IN THE LATER MIDDLE AGES (3). Continuation of HIST 305. Survey of society, culture, religion, politics, and intellectual life during the later Middle Ages (c. 1000 - c. 1500). Geographic coverage includes Europe, the Byzantine Empire, and the Islamic Caliphate. The renewal of town life, the age of scholasticism, the development of monarchies and parliaments, the flowering of art and architecture.

395 396. INTERNSHIP IN HISTORY (3). Internship in … … PRQ: Declared HIST major or minor; and 60 credit hours or consent of department.

452. EMPIRE AND NATION IN MODERN BRITAIN: BRITISH EMPIRE (3). Interaction between empire and nation in Britain from the 18th century to the present. Impact of the “New British History” on how we view the British past, the relationship between industrialization and imperial expansion, the gendering of nation and empire, and the impact of decolonization on evolving notions of British identity. History of the British Empire, with a particular focus on developments from 1750 to the present. Topics
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

include the relationship between economic change and imperial expansion and decline, gender, race, the role of violence, nationalism and decolonization.

454. INDUSTRY, STATE AND SOCIETY IN MODERN BRITAIN VICTORIAN BRITAIN (3). Impact of industrialization on British society between 1750 and 1914. Working class formation and elite reaction, urbanization, shifting conceptions of gender and work, and the changing nature of the state. Cultural, political and social developments in nineteenth-century Britain. Topics include class formation, gender, religion and social norms, shifting notions of politics and the state and imperial expansion.

490 491. SPECIAL TOPICS IN HISTORY (3)
A. Ancient
↓
U. Global
Selected themes or problems. Topics announced. May be repeated when subject varies.

495. SENIOR THESIS (4). Capstone of the … …. PRQ: History major, senior standing, HIST 295 395, successful completion of at least one 400-level NIU history course (excluding HIST 400 and HIST 496, and consent of department.

Footnote
* Available for general education credit.
+ Students must successfully complete HIST 295, and at least one 400-level NIU history course (excluding HIST 400 and HIST 496) before taking HIST 495. At least two such 400-level NIU history courses (excluding HIST 400, HIST 495, and HIST 496) are required to complete the major.
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

HIST 295 – Historical Methods (3) (Required of all majors in their sophomore or junior year).
HIST 495 – Senior Thesis (4)
Group A:

HIST 305 – Europe in the Early Middle Ages (3)
HIST 306 – Europe in the Later Middle Ages (3)
HIST 391A – Topics in History (3)

HIST 459 – The Atlantic World, 1492-1860s (3)
HIST 490A 491A – Special Topics in History: Ancient (3)
HIST 490B 491B – Special Topics in History: Medieval (3)

Group B:

HIST 389 – Global Climate History (3)
HIST 391B – Topics in History (3)
HIST 487 – The Latin American City (3)
HIST 490C 491C – Special Topics in History: African
HIST 490D 491D – Special Topics in History: Asian
HIST 490E 491E – Special Topics in History: Latin American
HIST 490F 491F – Special Topics in History: General/Comparative
HIST 490G 491G – Special Topics in History: Global

Group C:

HIST 380 – U.S. Constitutional History (3)
HIST 391C – Topics in History (3)
HIST 435 – Stalinism (3)
HIST 452 – Empire and Nation in Modern Britain British Empire (3)
HIST 453 – History of Northern Ireland (3)
HIST 454 – Industry, State, and Society in Modern Britain Victorian Britain (3)
HIST 479 – American Legal History Since 1865 (3)
HIST 490H 491H – Special Topics in History: Early Modern European (including British)
HIST 490I 491I – Special Topics in History: Modern European (including British)
HIST 490J 491J – Special Topics in History: Russian and Eastern European
HIST 490K 491K – Special Topics in History: United States

\[ \]
CIP: 27.0199

MATH 411. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR SECONDARY SCHOOL I (3). Methods and trends of instruction in the pre-secondary school mathematics with particular focus on mathematical practices and processes. Covers the teaching and learning of rational numbers, algebraic reasoning, patterns, functions, measurement, geometric concepts, and statistics and probability. Accepted for credit toward the major or minor only for those preparing to teach. Accepted for credit as a methods course for secondary school, but not as an upper-division mathematical content course. Not used in major or minor GPA calculation except for mathematics education majors and minors. PRQ: MATH 229 and consent of department.

CIP: 27.0501

STAT 324X. INTRODUCTION TO BUSINESS DATA ANALYTIC TOOLS (3). Crosslisted as OMIS 324. This course is an introduction to business analytic tools focusing on sampling, multivariate regression, factor analysis and cluster analysis to identify and solve business problems. PRQ: UBUS 223 or STAT 301.

CIP: 27.0199

MATH 419. SECONDARY SCHOOL MATHEMATICS CLINICAL EXPERIENCE (0). … ….
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

MATH 412. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR SECONDARY SCHOOL II (3). Objectives and organization of the curriculum and instructional materials for mathematics programs for secondary school with attention to methods of instruction, use of various representations and technology, and engaging students in mathematical practices, the needs of exceptional students, reading techniques in mathematics, and planning for multicultural learning situations. Accepted for credit toward the major or minor only for those preparing to teach. Accepted for … …. CRQ: MATH 353 401 and consent of department.

MATH 416. TOPICS IN MATHEMATICS FOR TEACHERS (3). Selected topics in mathematical sciences. Intended primarily for students preparing to teach mathematics in the secondary school. Not used in major or minor GPA calculation except for emphasis 5 majors and option 3 minors mathematics education majors and minors. PRQ: MATH 240 and consent of department MATH 229 or consent of department.

Other Catalog Change Page 296, 2015-16 Undergraduate Catalog

Department of Mathematical Sciences (MATH, STAT)

The Department of Mathematical Sciences … …. Successful completion of the emphasis in mathematics education leads to licensure to teach at the 6-12 grade levels. Students who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required Illinois State Board of Education (ISBE) and Council for the Accreditation of Educator Preparation (CAEP) standards for receiving university recommendation for licensure to teach mathematics at the 9-12 grade levels. Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment will result in the student receiving a degree without university recommendation for licensure.

Other Catalog Change Page 297-298, 2015-16 Undergraduate Catalog

Emphasis 5. Mathematics Education

The requirements listed below for the emphasis in Mathematics Education apply to students who complete the program before the fall semester 2014. Students who anticipate completing the program after summer 2014 should consult their advisers.

Successful completion of the emphasis in mathematics education leads to licensure to teach at the 6-12 grade levels. To be licensed to teach secondary school mathematics (6-12 9-12 grades), the Illinois State Board of Education requires that students must have passed all the MATH/STAT and professional education courses applicable to their major (Mathematics Education emphasis at NIU) with a grade of C or better. In addition to the course work and licensure requirements in the Department of Mathematical Sciences, students must complete other work and licensure requirements outside the department.
Students who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure to teach mathematics at the 9-12 grade levels. A minor that includes a teaching endorsement … ….

Requirements in Department (43)
MATH 401 – Clinical Secondary School Experience in Mathematics (1-2)
OR MATH 419 – Secondary School Mathematics Clinical Experience (0) (See “Clinical Experiences” below)
MATH 410 – Methods of Instruction in the Mathematics Curriculum for the Middle School II (3)
OR MATH 411 - Methods of Instruction in the Mathematics Curriculum for Secondary School I (3)
MATH 412 – Methods of Instruction in the Mathematics Curriculum for Secondary School II (3)
One of the following (3)
Special Departmental Requirements for Licensure
Pass all areas of the Test of Academic Proficiency (TAP) of the Illinois Licensure Testing System or meet the ACT/SAT/TAP substitution in order to be formally admitted to the educator licensure program. This should be accomplished before enrolling in ILAS 301. The Mathematics Content Area Test (MCE) of the Illinois Licensure Testing System must be passed before enrolling in MATH 401 and MATH 412. Information about the these tests and registration for the tests can be obtained from the Illinois State Board of Education.
Requirements outside Department (26-32 34)
Professional education requirements (23-28 22-30)
Students should consult with an adviser in the Department of Mathematical Sciences before enrolling in courses to fulfill these requirements.

- EPFE 400 – Foundations of Education (3) (see footnote 1)
  OR a course in the philosophy and/or history of education
- EPS 406 – Issues in Human Development and Learning in the Middle School and High School Years (3); (see footnote 1) OR a course in human development and learning focusing on the middle school and/or high secondary school years (2-3)
- ETR 440 – Classroom Assessment Techniques (3) (see footnote 1)
  OR a course in the techniques of assessment
- ETRA 422 - Technology and Assessment for Secondary Education (4)
- LTIC 420 - Methods and Materials for Teaching English Language Learners in the Content Area
SESE 457 – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education classroom (3)

Undergraduates must consult with the coordinator of educator licensure in mathematics about admission to ILAS 201, ILAS 301, and MATH 401. Students are eligible to enroll in ILAS 201 after passing MATH 230 with a grade of C or better. Postbaccalaureate students should consult with the coordinator of educator licensure in mathematics upon arrival.

Clinical experiences and student teaching (11-16). For Illinois licensure students must complete the state of Illinois requires a minimum of 130 clock hours of substantial and varied clinical experiences prior to student teaching. This requirement may be satisfied by successfully completing the following sequence of courses.

ILAS 201 – Introductory Clinical Experience (1) (see footnote 2)
ILAS 301 – Second Clinical Experience (2) (see footnote 3)
OR ILAS 300 — Discipline Based Clinical Experiences for the Illinois Standard High School License Credits 1-3 (if student choose ILAS 300, they must enroll in course for 1-2 semester hours. [ILAS 301 or ILAS 300 are usually taken in the same semester as EPS 406])
MATH 401 – Clinical Secondary School Experience in Mathematics (1-2) (see footnotes 3 and 4)
MATH 413 – Student Teaching (Secondary) in Mathematics (7-12) (see footnote 5)

Please note: the above classes for educator licensure may change to reflect new state requirements.

Footnotes
1 Students should consult with an adviser in the Department of Mathematical Sciences before enrolling in courses to fulfill this requirement.
2 Undergraduates must consult with the coordinator of educator licensure in mathematics about admission to ILAS 201. Students are eligible to enroll in ILAS 201 after passing MATH 230 with a grade of C or better. Postbaccalaureate students should consult with the coordinator of educator licensure in mathematics upon arrival.
3 Students must consult with the coordinator of educator licensure in mathematics about admission to ILAS 300, ILAS 301, and MATH 401.
4 If MATH 401 is not completed at the student teaching school, MATH 411, Secondary School Mathematics Clinical Experience (0), may be required.
5 Admission to MATH 413 is dependent … ….

Additional Requirements (36-39)

For detailed information, see “University Graduation Requirements.”

In some cases these additional requirements for licensure in secondary mathematics exceed those required by the university for a baccalaureate degree. Therefore, students should consult with an adviser within the
department as early as possible about meeting these **general education** requirements.

The educator licensure requirements....

**Nature and Technology (9):** Course work in at least two science fields with a minimum of two courses in one science field; must include at least one science laboratory course.

**Documentation of the completion of a first aid course, experience with drug abuse education, or an education experience with other social issues in schools (may be satisfied by course work or an approved experience).**

**Foundational Studies (9)**
- Writing requirement, or equivalent of ENGL 204 (6)
- Oral communication (3)

**Humanities (12)**
- U.S. History (3)
- English course or literature course taught in English (3)
- Other approved course work (6)

**Science (9)**
- Course work in at least two science fields with a minimum of two courses in one science field; must include at least one science laboratory course

**Social Science (6)**
- U.S. Government (3)
- Other approved course work (3)

**Cultural Diversity (3)**
- BKST 211 – Educating for Cultural Sensitivity (3)
- OR EPFE 201 – Education as an Agent for Change (3)

**Exit Examination**
Student seeking licensure must pass the Illinois Assessment of Professional Teaching Test and the edTPA. Students who successfully complete the program and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure to teach mathematics at the 9-12 grade levels. Information ... ...
Minor in Elementary Mathematics Education (23)

Requirements (23)

MATH 410 – Methods of Instruction in the Mathematics Curriculum for the Middle School (3)

The Center for Non-Governmental Organization Leadership and Development (NGOLD)(CLCE)

390. SPECIAL TOPICS IN COMMUNITY LEADERSHIP AND CIVIC ENGAGEMENT (3). Intensive study of a major theory, issue, or movement in community leadership and civic engagement. May be repeated to a maximum of 9 semester hours with adviser approval provided no repetition in topics occurs. Available for concurrent enrollment. For community leadership and civic engagement majors, no more than 6 credits will count for the major. PRQ: Consent of center.

498. INDEPENDENT STUDY IN COMMUNITY LEADERSHIP AND CIVIC ENGAGEMENT (1-3). … hours. Available for concurrent enrollment. PRQ: Consent of center.

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

Requirements outside center (B.A., 36-48; B.S., 46-51)

PSPA 301 – Philanthropy and Volunteerism (3)
PSPA 402 – Resource Strategies for Nonprofit Organizations (3)
OR MGMT 402X – Resource Strategies for Non-profit Organizations (3)
SOCI 392 – Organizing for Social Action (3)
SOCI 379 - Collective Behavior and Social Movements (3)

Emphasis 1. Advocacy

COMS 305 – Argumentation and Debate (3)
COMS 380 - Corporate Advocacy and Issue Management (3)
COMS 401 – Criticism of Public Rhetoric (3)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

POLS 220 – Introduction to Public Policy (3)
PSPA 201 – Public Service Leadership (3)
PSPA 330X
↓
SOCI 375
SOCI 379 – Collective Behavior and Social Movements (3)
SOCI 386 – Peace and Social Justice (3)
SOCI 392 - Organizing for Social Action (3)

Emphasis 2. Arts and Humanities Culture (Note: Emphasis name change needs additional approval.)
↓
ANTH 462 – Collections Management (3)
ANTH 301 - American Culture (3)
ANTH 361 - Cross-Cultural Perspectives on Women (3)
ANTH 467 - Applied Anthropology (3)
ART 457 – Museum Education (3)
ART 465 – Introduction to Museum Studies (3)
BKST 300 - Foundations of Black Studies (3)
EPFE 410 - Philosophy of Education (3)
HIST 352 – Popular Culture in Japan (3)
HIST 383 – Latin America through Film (3)
HIST 390 – Film and History (3)
MUHL 326 – Survey of World Music (3)
MUHL 431 – Music of Southeast Asia (3)
MUHL 432 – Music of China (3)
PSPA 201 – Public Service Leadership (3)
THEA 203 – Introduction to Theatre (3)
THEA 370 – History of Theatre and Drama I (3)
THEA 371 – History of Theatre and Drama II (3)
THEA 475 – Contemporary Theatre (3)
THEA 480 – Studies in American Theatre History (3)
WGST 202 – Women and Cultural Expression (3)

Emphasis 3. Social Enterprise (Note: Emphasis name change needs additional approval.)
↓
ECON 330 – International Economics (3)
ECON 385 – Introduction to Urban and Regional Economics (3)
HIST 354 – History of Black American Business and Entrepreneurship (3)
HIST 486 – Poverty and Progress in Latin America (3)
↓
PSPA 201 – Public Service Leadership (3)
Emphasis 4. Environmental
Requirements outside Center (15)
Five of the following, from at least three different departments (15)

ANTH 343/ENVS 343X – Where the Wild Things Were (3)
OR ENVS 343X – Where the Wild Things Were (3)

ANTH 425 – Environment and Anthropology (3)

↓
ENVS 305X – Green Technologies (3)
ENVS 450 - Issues in Environmental Studies (3)
GEOG 253 – Environment and Society (3)
GEOG 406 - Natural Hazards and Environmental Risk (3)
GEOG 453 - Environmental Management (3)
HIST 377 – American Environmental History (3)
JOUR 350 – Environment, Health, and the Media (3)
PHIL 335 - Environmental Ethics (3)
PSPA 201 – Public Service Leadership (3)
SOCI 364 – Environmental Sociology (3)

Emphasis 5. Global

↓
COMS 362 – Intercultural Communications (3)
COMS 454 – Transnational Communication and Media (3)

↓
ECON 330 – International Economics (3)
FCNS 406 - Global Food and Nutrition Issues (3)
GEOG 202 – World Regional Geography (3)
GEOG 451 - Political Geography (3)
HIST 171 - World History II: Problems in the Human Past (3)
HIST 387 - History of Genocide (3)
INTL 301/401 - Study Abroad Programs (1-9)
JOUR 482 – International News Communications (3)
JOUR 490 – Ethnic Minorities and the News Media (3)
MKTG 367 – Principles of Global Marketing (3)
POLS 362 – Politics of Developing Areas (3)
POLS 383 – International Political Economy (3)
POLS 386 – Global Terrorism (3)
PSPA 201 – Public Service Leadership (3)
PSPA 328 – Role of nongovernmental Organizations in Development (3)
SOCI 457 – Families in Global Perspective (3)

Total Hours for a Major in Community Leadership and Civic Engagement: 54-66 (B.A.) OR 64-69 (B.S.)
Minor in Community Leadership and Civic Engagement (18)

Requirements outside center (12)

Three of the following from different departments (9)

- CLCE 429 – International NGOs and Globalization (3)
- CLCE 490 – Civic Engagement Internship (1-3)
- MGMT 217 – Legal Environment of Business (3)
- MGMT 311 – Social Entrepreneurship (3)
- PSPA 201 – Public Service Leadership (3)
- PSPA 301 – Philanthropy and Volunteerism (3)
- PSPA 320 – Public Service Leadership (3)
- PSPA 326X – Nonprofit Management (3)
- SOCI 375 – Sociology of Organizations (3)

Certificate of Undergraduate Study
Civic Engagement (12)

Required Courses (12)

- ANTH 329 – Anthropology and Contemporary World Problems (3)
- OR SOCI 392 – Organizing for Social Action (3)  
  SOCI 379 - Collective Behavior and Social Justice Movements (3)
- CLCE 100 – Community Leadership and Civic Engagement (3)

One of the following (3)

- PSPA 328 – Role of Nongovernmental Organizations in Development (3)
- PSPA 402 – Resource Strategies for Nonprofit Organizations (3)
- SOCI 379 – Collective Behavior and Social Justice Movements (3)
- SOCI 392 – Organizing for Social Action (3)
All University Section

University Graduation Requirements

SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog  

Nature and Technology

PHYS 150A, PHYSICS (4). Development 1 week.

Illinois Articulation Initiative Core Curriculum

Applicable NIU Courses

Physical and Life Sciences

BIOS 101 – Plant Products and Human Affairs  L1 901

GEOL 320 – Environments and Life Through Time  P1 907L

PHYS 140 – Physics and Society  P1 901L

PHYS 150 – Physics  P1 900

PHYS 150A – Physics  P1 900L

PHYS 162 – Elementary Astronomy  P1 906

Course Deletions

140. PHYSICS AND SOCIETY (3).

150A. PHYSICS (4).

New Courses

CIP: 40.0801

101. INTRODUCTION TO THE PHYSICS MAJOR (2). Introduction to Northern Illinois University and the baccalaureate experience in physics. Exploration of factors influencing the transition into the university and the undergraduate physics programs. Introduction to department and university resources. Development of skills to enhance academic success with a focus on student responsibility for learning.
Introduces the student to physics concepts including particles, forces, units, errors, and modern physics, and required skills in mathematics and computing. Substitutes for UNIV 101. Available only to first-year students. May not be repeated.

151. PHYSICS LABORATORY (1). Selected experiments designed to accompany PHYS 150. One two-hour laboratory per week. CRQ: PHYS 150.

150. PHYSICS (3). Development of concepts and principles from selected topics in mechanics, electricity, heat, sound, and light. Application to everyday life and contemporary issues facing society, and their implications. Topics may include energy sources, climate change, medical physics, among others. Not recommended for students who have had a year of high school physics. Not available for credit to students with credit in PHYS 150A.

401. THE PROFESSIONAL PHYSICS TEACHER (1-2). Seminar directed to ....

390. POLITICS AND POPULAR MUSIC (3). Analysis of popular music to explore topics such as protest songs, political campaign songs, benefit concerts, and the connection between musicians and social movements with particular emphasis on issues of race, gender, and class.

A two-semester laboratory sequence to be met by one of the following sequences (7-9)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog  

BIOS 103 - General Biology (3)  
AND BIOS 105 - General Biology Laboratory (1)  
One of the following:  
BIOS 209 - Fundamentals of Organismal Biology (3)  
AND BIOS 211 - Fundamentals of Organismal Biology Laboratory (1)  
OR BIOS 213 - Introductory Bacteriology (3)  
OR BIOS 357 - Human Anatomy and Physiology (5)  
BIOS 213 – Introductory Bacteriology (3)  
OR BIOS 357 – Human Anatomy and Physiology (5)  
*CHEM 210 – General Chemistry I (3)  
AND *CHEM 212 – General Chemistry Laboratory I (1)  
*CHEM 211 – General Chemistry II (3)  
AND *CHEM 213 – General Chemistry Laboratory II (1)  
*PHYS 210 – General Physics I (4)  
AND *PHYS 211 – General Physics II (4)  

Total Hours for a Major in Psychology: 38-51 (B.A.) OR 49-51 (B.S.)

Department of Public Administration

New Course  
Page 330, 2015-16 Undergraduate Catalog  

CIP: 44.0401

496. INDEPENDENT STUDY IN PUBLIC ADMINISTRATION (1-6). Special readings and topics in public administration. May be repeated to a maximum of 6 semester hours. PRQ: Requires syllabus approved by a department faculty member and consent of department.

Course Revision  
Page 329, 2015-16 Undergraduate Catalog  

201 320. PUBLIC SERVICE LEADERSHIP (3). Introduction to the … ....

Other Catalog Change  
Page 329, 2015-16 Undergraduate Catalog

Public Sector Service Leadership (12-14)

↓

Requirements

PSPA 204+ 320 – Public Service Leadership (3)

↓

COLLEGE OF VISUAL AND PERFORMING ARTS
Knowledge Domain Requirements and Course Descriptions

Creativity and Critical Analysis

ARTH 282. INTRODUCTION TO WORLD ART (3). A global survey of practices in the visual arts from ancient times to the modern era. Art majors must take ARTH 282A.
A. On-campus. Available for Art Majors and non majors.
B. Online. Not available for Art Majors.

ARTH 292. ART AND DESIGN SINCE 1900 (3). Modern and contemporary art and design. Art majors must take ARTH 282A.
A. On-campus. Available for Art Majors and non majors.
B. Online. Not available for Art Majors.

Society and Culture

ARTH 360. STUDIES IN DESIGN (3).
A. Modern and Postmodern Architecture
B. From Print Culture to New Media
C. From Craft to Industry
D. Sustainability
E. Thematic Subjects
D. Thematic Subjects

History, theory, and criticism of various aspects of design from the 19th century to the present. May be repeated with different subjects to a maximum of 12 semester hours. Multiple enrollments with different subjects are allowed in the same semester.
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

Deleted Course: 2015-16 Undergraduate Catalog

ARTS 347 TECHNICAL STUDY IN CERAMICS (4).

New Courses: 2015-16 Undergraduate Catalog

CIP CODE: 50.0703

ARTH 331. ART, NATURE AND TECHNOLOGY 1400 TO 1800 (3). Examination of mathematical and scientific principles used by artist-scientists to create art and architecture from 1400 to 1800. Exploration of the ancient roots of these principles and their continuing currency in artist-scientists’ achievements today.

ARTH 361. HISTORY OF SUSTAINABLE DESIGN (3). History, theory, and criticism of sustainable design from the 18th century to the present.

Course Revisions: 2015-16 Undergraduate Catalog

ART 101. DRAWING FOUNDATION II (3). Further exploration of basic drawing media. Development of skill in representation and interpretation of subjects. PRQ: art major or minor, and ART 100.

ART 490. INDEPENDENT RESEARCH (1-12). Work on individual problems in the student’s major field. May be repeated to a maximum of 9 semester hours. PRQ: Consent of school.

ARTD 313. BEGINNING PHOTOGRAPHY (4). Designed to provide basic skills in technical processes of photography for the art student and to equip the student to use photography as an art medium. PRQ: Art major or minor.

Course Revision: 2015-16 Undergraduate Catalog

ARTE 200. STUDIO FOUNDATIONS FOR ART AND DESIGN EDUCATORS (3). PRQ: ART 100 and ART 103 and successful completion of the Test for Academic Proficiency or equivalent.

required for licensure of a Composite ACT Plus Writing score of at least 22 or a composite (mathematics and critical reading) SAT score of 1030, ART 100 and ART 101 and ART 102 and ART 103 and ARTH 291 and 292 and ARTE 200; and minimum 2.75 cumulative GPA and admission to educator licensure, or consent of school.

ARTE 488A. STUDENT TEACHING IN ELEMENTARY ART (6). … … PRQ: ARTE 345, final approval of portfolio, and successful completion of the Illinois Subject Matter Knowledge Test (Art K-12) and successful completion of the Test for Academic Proficiency or equivalent. CRQ: ARTE 488A.

ARTE 488B. STUDENT TEACHING IN SECONDARY ART (6). … … PRQ: ARTE 345, final approval of portfolio, and successful completion of the Illinois Subject Matter Knowledge Test (Art K-12) and successful completion of the Test for Academic Proficiency or equivalent. CRQ: ARTE 488A.

ARTH 282. INTRODUCTION TO WORLD ART (3). A global survey of practices in the visual arts from ancient times to the modern era. Art majors must take ARTH 282A.
A. On-campus. Available for Art majors and non majors.
B. Online. Not available for Art majors.

ARTH 292. ART AND DESIGN SINCE 1900 (3). Modern and contemporary art and design. Art majors must take ARTH 282A.
A. On-campus. Available for Art majors and non majors.
B. Online. Not available for Art majors.

ARTH 360. STUDIES IN DESIGN (3).
A. Modern and Postmodern Architecture
B. From Print Culture to New Media
C. From Craft to Industry
D. Sustainability
E. Thematic Subjects
D. Thematic Subjects
History, … … semester.

GEC 11/19/15

ARTS 321. WATERBASED PAINTING I (4). Painting in various water-soluble media.

ARTS 322. WATERBASED PAINTING II METHODS AND MATERIALS (4). Development of personal skills and techniques using water soluble media PRQ: ARTS 321. Exploration of painting methods and materials.

ARTS 346. INTERMEDIATE CERAMICS (4 OR 8). Exploration of form and texture through individually assigned problems using hand-building or wheel-throwing techniques. Laboratory experience in clay and glaze testing, studio clay mixing, and kiln firing. Studio and lecture. May be repeated to a maximum of 16 semester hours. PRQ: ARTS 341 or consent of school.

ARTS 421. ADVANCED PAINTING (4 OR 8). … … PRQ: ARTS 321 or ARTS 323 and successful completion of portfolio review in painting.

ARTS 425. ATELIER PAINTING SPECIAL TOPICS IN PAINTING (4). Directed study to expand knowledge of a specific style of painting with emphasis on current philosophies, instructional methods, practice, and experiences. May be repeated to a maximum of 6 semester hours. Concentrated study in contemporary painting issues and practice. PRQ: ARTS 323 or consent of school.

ARTS 470. ADVANCED FIBER WORKSHOP (4 OR 8). Individual exploration in any area of fiber curriculum with emphasis on the development of personal themes. Exploration across fiber curriculum to create integrated body of work. Studio projects, development of artist’s statement and documentation of work in slides. Studio, lecture, readings, and discussion. May be repeated to a maximum of 36 semester hours. PRQ: ARTS 368, ARTS 371, ARTS 372, or ARTS 374.

ARTS 471. SPECIAL TOPICS IN FIBER (4 OR 8). Emphasis … …. May be repeated to a maximum of 36 semester hours

Other Catalog Change: 2015-16 Undergraduate Catalog

Major in Art and Design Education (B.S.Ed.)

Requirements in School (82)

*ARTH 282A – Introduction to World Art (3)
*ARTH 292A – Art and Design since 1900 (3)

Special Requirements

Students must receive a grade of C … …. They must have a minimum of 2.50 GPA in all NIU courses to obtain an educator licensure. These standards apply to all art education majors and initial licensure candidates. entitlement for teacher-educator licensure in the state of Illinois.

Other Catalog Change: 2015-16 Undergraduate Catalog
Major in Art History (B.A.)
↓
Requirements in School (36)
*ARTH 282A – Introduction to World Art (3)
*ARTH 292A – Art and Design since 1900 (3)
↓

Other Catalog Change: 2015-16 Undergraduate Catalog

Major in Art (B.A.)
↓
Requirements in School (54)
↓
*ARTH 282A – Introduction to World Art (3)
*ARTH 292A – Art and Design since 1900 (3)
↓

Other Catalog Change: 2015-16 Undergraduate Catalog

Major in Studio Art (B.F.A.)
↓
Emphasis 1. Design and Media Arts
Requirements in School (80)
↓
*ARTH 282A – Introduction to World Art (3)
*ARTH 292A – Art and Design since 1900 (3)
↓
Photography (62)
↓
Special Requirements: Students must present an entrance portfolio to the photography faculty before completion of their second course in photography after completing ARTD 313 and one of the following ARTD 419 or ARTD 413 and pass the portfolio review for admission into the photography area of study.
↓
Emphasis 2. Studio
↓
Requirements in School (93)
↓
Art History Requirements (12)
*ARTH 282A – Introduction to World Art (3)
*ARTH 292A – Art and Design since 1900 (3)
↓
Core Studio Art Requirements (32)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

ARTS 321 - Waterbased Painting I (4)
OR ARTS 323 - Painting I (4)

Painting Area Sub-plan (40)

ARTS 322 - Waterbased Painting II Painting Methods and Materials (4)
OR ARTS 324 - Painting II The Figure (4)

ARTS 421 – Advanced Painting (16) (OR 8)
Students must take 16-12 semester hours in this course

ARTS 425 - Special Topics in Painting (4)

School of Music

University Graduation Requirements

Knowledge Domain Requirements and Course Descriptions

Creativity and Critical Analysis

MUHL 220. INTRODUCTION TO WESTERN MUSICAL TRADITIONS (3). To broaden the non music major’s understanding of music as a subject related to other arts and sciences. Class work is divided broadly into two activities: study of music fundamentals, rhythmic structure, and form; and listening lessons arranged to illustrate the evolution of music. Not open to music majors. A course designed to broaden understanding of musical traditions of Europe and North America. Emphasis is placed on the study of major composers, styles, genres, and social and historical context. Students engage with music though listening, live performance, and interaction with other musicians. Open to all majors.

GEC 11/19/15

Illinois Articulation Initiative Core Curriculum

Humanities and Fine Arts
MUHL 220 - Introduction to Western Musical Traditions

School Sections

New Courses: 2015-16 Undergraduate Catalog

CIP CODE: 50.0902

MUHL 221. INTRODUCTION TO JAZZ MUSIC (3). The purpose of this course is to enhance an understanding, appreciation, and enjoyment of jazz. Class work is divided broadly into three activities: study of music fundamentals, rhythmic structure, and form, and listening lessons arranged to illustrate the evolution of jazz music and study of the origins of this American art form and its relationship to the social, economic, and political climates in which it developed. Open to all majors.

MUHL 222. WORLD MUSIC AND CULTURE (3). By engaging students in interactive musical activities, this course surveys the unique and changing meanings of music from historical, political, and religious perspectives through engagement in interactive musical activities. By examining specific musical practices of various world cultures, students will learn how music is perceived within its socio-cultural context, and establish a mindset for global interconnections. Open to all majors.

Course Revisions: 2015-16 Undergraduate Catalog

MUHL 220. INTRODUCTION TO WESTERN MUSICAL TRADITIONS (3). To broaden the non-music major’s understanding of music as a subject related to other arts and sciences. Class work is divided broadly into two activities: study of music fundamentals, rhythmic structure, and form, and listening lessons arranged to illustrate the evolution of music. Not open to music majors. A course designed to broaden understanding of musical traditions of Europe and North America. Emphasis is placed on the study of major composers, styles, genres, and social and historical context. Engagement with music through listening, live performance, and interaction with other musicians. Open to all majors.

GEC 11/19/15

MUTC 102. MUSIC THEORY II (2). Continuation of MUSC MUTC 101. Study of diatonic harmony, with emphasis on analysis of tonal music. PRQ: Grade of C or better in MUTC 101.

MUTC 103. AURAL SKILLS I (1.2). … …

MUTC 104. AURAL SKILLS II (1.2). Continuation of MUSC MUTC 103. … …

MUTC 201. MUSIC THEORY III (2). Continuation of MUSC MUTC 102. … …
MUTC 202. MUSIC THEORY IV (2). Continuation of MUSC MUTC 201. … … 
MUTC 203. AURAL SKILLS III (1½). Continuation of MUSC MUTC 104. … … 
MUTC 204 AURAL SKILLS IV (1½)… …

Course Revisions: 2015-16 Undergraduate Catalog

MUSP 210. PIANO: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Keyboard students only. May be repeated.

MUSP 211. ORGAN: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Keyboard students only. May be repeated.

MUSP 212. HARPSICHORD: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Keyboard students only. May be repeated.

MUSP 213. HARP: PRIMARY (1-4). Harp students only. Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Harp students only. Two semester hours’ credit per semester for students in the music education emphasis; 4 semester hours’ credit per semester for students in the performance emphasis. May be repeated.

MUSP 214. VOICE: PRIMARY (1-4). Voice students only. Emphasis on performance, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Voice students only. Two semester hours’ credit per semester for students in the music education emphasis; 4 semester hours’ credit per semester for students in performance emphasis. May be repeated. CRQ: MUSE 342 or MUSE 345.

MUSP 215. VIOLIN: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 360.

MUSP 216. VIOLA: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester
MUSP 217. VIOLONCELLO: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 360.

MUSP 218. CONTRABASS: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 219. GUITAR: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). One semester hour credit in section 1 plus 1 semester hour credit in section 2 for students pursuing B.M. in music education plus B.M. in jazz performance. May be repeated.

MUSP 220. FLUTE: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 221. OBOE: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 222. CLARINET: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and
additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 223. SAXOPHONE: PRIMARY (1–4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 224. BASSOON: PRIMARY (1–4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 225. TRUMPET: PRIMARY (1–4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 226. FRENCH HORN: PRIMARY (1–4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 227. TROMBONE: PRIMARY (1–4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 228. TUBA AND EUPHONIUM: PRIMARY (1–4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of
pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 229. PERCUSSION: PRIMARY (1-4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. For instrumental students only. Fundamentals of pedagogy and additional literature addressed in required week convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 330 or MUSE 331 or MUSE 350 or MUSE 360.

MUSP 310. PIANO: PRIMARY (2 or 4). Keyboard students only. Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Keyboard students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school.

MUSP 311. ORGAN: PRIMARY (2 OR 4). Keyboard students only. Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Keyboard students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school.

MUSP 312. HARPSICHORD: PRIMARY (2 OR 4). Keyboard students only. Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Keyboard students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school.

MUSP 313. HARP: PRIMARY (2 OR 4). Harp students only. Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester (2 in summer) for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school.

MUSP 314. VOICE: PRIMARY (2 OR 4). Voice students only. Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Voice students only. Two semester hours’ credit per semester
MUSP 315. VIOLIN: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 360.

MUSP 316. VIOLA: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 360.

MUSP 317. VIOLONCELLO: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. CRQ: MUSE 360.

MUSP 318. CONTRABASS: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330 OR MUSE 331 OR MUSE 350 OR MUSE 360.

MUSP 319. GUITAR: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school.

MUSP 320. FLUTE: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, OR MUSE 335, MUSE 350 OR MUSE 360.
MUSP 321. OBOE: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.

MUSP 322. CLARINET: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.

MUSP 323. SAXOPHONE: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.

MUSP 324. BASSOON: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.

MUSP 325. TRUMPET: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.

MUSP 326. FRENCH HORN: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.
MUSP 327. TROMBONE: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.

MUSP 328. TUBA AND EUPHONIUM: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.

MUSP 329. PERCUSSION: PRIMARY (2 OR 4). Emphasis on performance of appropriate literature, with proficiency requirements at each level. Fundamentals of pedagogy and additional literature addressed in required weekly convocations. Instrumental students only. Two semester hours’ credit per semester for students in the B.M. music education emphasis and in the B.A. degree program; 4 semester hours’ credit per semester for students in the performance emphasis (B.M.). May be repeated. PRQ: Consent of school. CRQ: MUSE 330, MUSE 331, MUSE 350, OR MUSE 360.

Other Catalog Change: 2015-16 Undergraduate Catalog

**Major in Music (B.M.)**

**Core Requirements (20-21) (20-25)**

- MUTC 103, and MUTC 104 – Aural Skills I and II (2) (4)
- MUTC 203 and MUTC 204 – Aural Skills III and IV (2) (4)

(Student in the jazz studies are of study must substitute MUSP 203 and MUSTP 240, Aural Foundation of Improvisation I and II, (2 4), for MUTC 203 and MUTC 204.)

**Major in Music (B.A.)**

**Requirements in School (46-48) (50-52)**

- MUTC 103, and MUTC 104 – Aural Skills I and II (2) (4)
- MUTC 203 and MUTC 204 – Aural Skills III and IV (2) (4)
School of Theatre and Dance

University Graduation Requirements

Other Catalog Changes: 2015-16 Undergraduate Catalog

Knowledge Domain Requirements and Course Descriptions

Knowledge Domain Course Descriptions

Creativity and Critical Analysis

TH-D 222. DANCE AND THE FINE ARTS (3). Aesthetic considerations of dance as a fine art. The study of the theory and philosophy of dance as related to music, theatre and the visual arts. Not open to theatre arts majors or minors.

THEA 203. INTRODUCTION TO THEATRE (3). Role of theatre as a major fine art and a communicator of ideas, human understanding, and cultural values. Contributions of playwright, actor, director, designer, technician, and audience to the theatrical production. Assessment of the principles and functions of theatre arts in its diverse performance media. Theatre attendance required. Not open to theatre arts majors or minors.

New Course: 2015-16 Undergraduate Catalog

CIP CODE: 50.0501

THEA 214-A. INTRODUCTION TO PHYSICAL ENGAGEMENT IN PERFORMANCE (1). Fundamentals of preparation to act/perform introduced through movement, breath, and voice. Introduction to the basic techniques of physical engagement.

CIP CODE: 50.0506

THEA 217. BFA STUDIO PREMIERE (1). Initial practicum experience for acting. PRQ: School of Theatre and Dance Major in Acting or consent of school.

CIP CODE: 50.0599

THEA 462. PORTFOLIO DEVELOPMENT (3). This course covers the skills needed to develop and present a professional portfolio, website, and resume for a career in professional theatre. Emphasis is
placed on theatrical production photography, computer editing skills, and public presentation skills.

CIP CODE: 50.0301

TH-D 475. HISTORY OF DANCE 17TH CENTURY TO MODERN TIMES (3). Historical development of dance from the 17th century to modern times, considering cultural and artistic interdependencies.

Course Revisions: 2015-16 Undergraduate Catalog

THEA 203. INTRODUCTION TO THEATRE (3). Role … … required. Not open to theatre arts majors or minors.

GEC 11/19/15

THEA 370. HISTORY OF THEATRE AND DRAMA I (3). Study … … performance. PRQ: THEA 300 or consent of school.

THEA 491. TOPICS IN THEATRICAL PERFORMANCE (1-6 12). Intensive investigation of a single dramatic form or theatrical phenomenon with emphasis on performance. Topics announced. Concurrent enrollment in multiple sections or topics is permissible to a maximum of 6 12 semester hours per semester. May be repeated to a maximum of 6 12 semester hours as topic varies. PRQ: Consent of school.

TH-D 222. DANCE AND THE FINE ARTS (3). Aesthetic considerations of dance as a fine art. The study of the theory and philosophy of dance as related to music, theatre and the visual arts. Not open to theatre arts majors or minors.

GEC 11/19/15

TH-D 330. MUSICAL THEATRE DANCE (2).

a.____ Ballroom
b.____ Preclassic
c.____ Musical Comedy I
d.____ Musical Comedy II

Analysis of theatrical dance forms and period styles of movement. Practice in the execution of the particular dance forms studied. Subject and materials change from term to term. Concurrent enrollment in multiple sections and topics is permissible with a maximum of 4 semester hours per semester. May be repeated to a maximum of 8 semester hours.

A dance performance course, this dance class is the history of dance in American Musical Theatre through practical dance applications. Students learn includes dances from Broadway musicals starting with Show Boat and progressing through contemporary musicals. Emphasis is on learning as many different styles of dance as possible while examining technique, history, costuming, and music that influences American Musical Theatre Dance. Some styles of dance learned include the Charleston, basic ballroom
dance, vaudeville numbers, etc. Technique, style, and musicality also influence the course content included. No prerequisites.

Other Catalog Change: 2015-16 Undergraduate Catalog

Major in Theatre Studies (B.A.)

TH-D 330 – Musical Theatre Dance (2)

Other Catalog Change: 2015-16 Undergraduate Catalog

Major in Theatre Arts (B.F.A.)

Emphasis 1. Acting
Requirements in School (81)

Theatre Arts Core (12)
TH-D 205 – Dance Techniques I (2) (1)
TH-D 330 – Theatre Dance (2)
THEA 214 – Introduction to Performance (3)
THEA 214A - Introduction to Physical Engagement in Performance (1)
THEA 217 – BFA1 Studio Premiere (1)

THEA 411 - Advanced Movement for the Stage (2)
THEA 465 - Managing the Performing Arts (3)
THEA 466 - The Business of Theatre (3)
THEA 491 – Topics in Theatrical Performance (6) (5)

Emphasis 3. Dance Performance

Course work from the following (17)

KNLN 369 – African Heritage Dance (2)
KNLN 473 – Dance as Art in Education (3)

TH-D 330 – Musical Theatre Dance (2)

Other requirements (9)

ARTH 282A or ARTH 282B – Introduction to World Art (3)
KNPE 100 – Scientific Basis of Human Activity (3)
MUHL 220 – Introduction to Western Music (3)
SECTION A – Recorded for inclusion in the 2016-17 Undergraduate Catalog

Other Catalog Change: 2015-16 Undergraduate Catalog

Minor in Dance Performance (22)
↓
Course work from the following (7)
↓
KNDN 369 – African Heritage Dance (2)
TH-D 286 – Rhythmic Analysis, Improvisation and Composition (3)
↓
TH-D 330 - Musical Theatre Dance (2)
↓
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

COLLEGE OF BUSINESS
Department of Management

BOT Other catalog change: Page 83, 2015-16 Undergraduate Catalog

Major in Management (B.S.)

Students pursuing the B.S. degree in management select one of two three emphases: leadership and management, human resource management, 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)
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)
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

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

Pres. Baker Other Catalog Change Page 104-105, 2015-16 Undergraduate Catalog

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

\[ \text{Total Hours for Major in Physical Education /K-12 and 6-12 Educator Licensure: 81-83} \]

BOT Other Catalog Change Page 106, 2015-16 Undergraduate Catalog

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

KNDN 264 – Jazz Dance (1/2)

\[ \text{TH D 406 – Modern Dance IV (1-2)} \]

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)

\[ \text{TH D 205 – Dance Techniques I (1-2)} \]

\[ \text{KNDN 366 – Dance Production (2)} \]

Option 2 (13)
Course work from the following

\[ \text{KNDN 220 – Recreational Dance Forms (2)} \]

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY
Department of Electrical Engineering

The 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

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)
COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
Second Meeting/2015-16 Academic Year
November 12, 2015

SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

p. 5 of 28

Department of Mechanical Engineering (MEE)

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 Technology

APASC Course Revisions: Page 153, 2015-16 Undergraduate Catalog

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 TECH 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

Pres. Baker Other Catalog Change Page 163, 2015-16 Undergraduate Catalog

Minor in Deafness Rehabilitation (21)

School of Nursing and Health Studies

All University Sections
Received by the Undergraduate Coordinating Council December 3, 2015

COMMITTEE ON THE UNDERGRADUATE CURRICULUM (CUC)
Second Meeting/2015-16 Academic Year
November 12, 2015

SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

p. 6 of 28

Contents

BOT/ Other Catalog Change Page 3, 2015-16 Undergraduate Catalog
IBHE

Contents
↓
College of Health and Human Sciences 157
Allied Health and Communicative Disorders 161
Family, Consumer, and Nutrition Sciences 167
Health Studies 180
Military Science 181
Nursing and Health Studies 184
↓
College of Liberal Arts...

An Introduction to NIU

BOT/ Other Catalog Change Page 11, 2015-16 Undergraduate Catalog
IBHE

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

BOT/ Other Catalog Change Pages 13-14, 2015-16 Undergraduate Catalog
IBHE

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.)
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

↓

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

Admission

[Nursing and Health Studies]

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 and Health Studies]

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

[Nursing and Health Studies]
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

IBHE

Academic Department/School
↓
Nursing and Health Studies

Financial Aid and Scholarships

BOT/ IBHE Other Catalog Change Page 62, 2015-16 Undergraduate Catalog

School of Nursing and Health Studies
↓

Other Academic Units

BOT/ IBHE Other Catalog Change Page 374, 2015-16 Undergraduate Catalog

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
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

p. 9 of 28

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

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

Requirements in School (25-28)
PHHE 295 - Introduction to Public Health (3)
PHHE 325 - Biostatistical Applications in Public Health (3)
PHHE 351 - Elements of Environmental Health (3)
PHHE 455 - Public Health Epidemiology (3)
PHHE 461 - Public Health and the U.S. Health Care System (3)
PHHE 467 - Public Health Research and Evaluation (3)
PHHE 469 - Principles of Health Planning (3)
PHHE 487 - Public Health Pre Practicum Seminar (1)
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),
OR BIOS 208 - Fundamentals of Biology I (3) and BIOS 210 - Fundamentals of Biology I Laboratory
(1)
BIOS 213 - Introductory Bacteriology (3),
OR BIOS 313 - Microbiology (4)
*CHEM 110 - Chemistry (3) and *CHEM 111 – Chemistry Laboratory (1),
OR *CHEM 210 - General Chemistry I (3) and *CHEM 212 - General Chemistry Laboratory I (1)
ENGL 350 - Writing Across the Curriculum (3)
*MATH 210 - Finite Mathematics (3),
OR *MATH 211 - Calculus for Business and Social Sciences (3),
OR *MATH 229 - Calculus I (4)

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 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)
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

*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:
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

TECH 231 - Safety Programs (3)
TECH 432 - Disaster Preparedness (3)
TECH 434 - Human Factors in Industrial Accident Prevention (3)
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 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)
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

**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)
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

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)
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.

KNPE 262 - First Aid and CPR (2)
*PHHE 206 - Contemporary Health Concepts (3)
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.
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

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)
- BIOS 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

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 for 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)  
*ECNS 201—Human Nutrition (3),
SECTION B – Recorded, but further approval needed before inclusion in the Undergraduate Catalog

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 Hermann, 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

Other Catalog Change

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.

BOT

Other Catalog Change

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 – Resources Strategies for Nonprofit Organizations (3)
Select at least two of the following communication and writing courses (6)
COMS 304 – Introduction to Persuasion Theory (3)
†
Select one of the following science, engineering, and technology courses (3-4)
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)

SOC 364 - Environmental Sociology (3)

Emphasis 6. Water Sciences (37-41)

Emphasis 7. Educator Licensure - Environmental Science (95)

Pres. Other Catalog Change Page 306, 2015-16 Undergraduate Catalog
Baker

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
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

APASC Other Catalog Changes: 2015-16 Undergraduate Catalog

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.
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Undergraduate Catalog

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Mathematical Sciences

Dept. of New Course Page 296, 2014-15 Undergraduate Catalog
LEED

CIP: 27.0101

404. METHODS OF INSTRUCTION IN THE MATHEMATICS CURRICULUM FOR MIDDLE SCHOOL I (3). Crosslisted as MLTL 404X. Methods, materials, curricular issues, learning theories, and research utilized in the teaching of middle school mathematics, particularly relating to instruction in grades 5 and 6. Intended for students in the middle level teacher licensure program. Accepted for credit as a middle school mathematics methods course, but not as an upper-division mathematics content course. Not open for credit toward the major or minor in mathematical sciences. Not used in major or minor GPA calculation for mathematical sciences major or minors. PRQ: Consent of department.

Note: It was determined that this course does not need to be crosslisted per an e-mail from Suzanne Hogan on 10/12/15. It is OK to send this to the UCC.