

BACCALAUREATE COUNCIL  
Fourth Meeting/2019-2020 Academic Year  
December 05, 2019

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**COLLEGE OF BUSINESS**

**Department of Marketing**

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CBUSUG19.20.04.01**

**MKTG 425 - Services Marketing**

Analysis of how services marketing differs from goods marketing and how services marketers can effectively manage the elements of service delivery to enhance service quality and customer satisfaction. Topics include the distinct elements of services marketing, service quality determination, understanding customer expectations, designing service standards to meet customer expectations, managing contact personnel's delivery to service standards, and matching service communications with service delivery.

**Prerequisites & Notes**

PRQ: Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors); MKTG 295 (for non-business majors).

Credits: 3

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CBUSUG19.20.04.02**

**MKTG 435 - Business-to-Business Selling**

Developing business-to-business selling processes over the telephone (inside selling) with particular emphasis on precall planning, prospecting and qualifying, developing value statements, and follow-up. Introduction to and hands-on application of a Customer Relationship Management (CRM) system and other technologies. Students build and maintain a database related to the sales program.

**Prerequisites & Notes**

PRQ: MKTG 350 (for all majors); grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors).

Credits: 3

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CBUSUG19.20.04.03**

**MKTG 440 - Contemporary Leadership in Sales**

Draws on insights from industry leaders to examine topics in professional selling as they relate to the sales person and to sales strategy including consensus and social selling, personal branding, and sales ethics.

**Prerequisites & Notes**

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PRQ: MKTG 350 (for all majors); grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors).

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.04.04**

MKTG 446 - Sales Leadership, Metrics, and Application

Development of sales leadership for team culture and dynamics, recruiting and selecting sales force, evaluation of representative performance metrics and compensation. Creating value proposition and multi-product portfolio analysis through a series of case study presentations utilizing industry specialists.

**Prerequisites & Notes**

PRQ: MKTG 350 (for all majors); grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors).

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.04.05**

MKTG 448 - Integrated Marketing Communications

Development of marketing communications strategy as a tool for making and implementing marketing decisions. Emphasis on communication strategy formulation, digital communication strategy formulation, and development of the promotion mix strategy. Topics include advertising, public relations, sales promotions, direct marketing, digital communications, and personal selling.

**Prerequisites & Notes**

PRQ: Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors); MKTG 295 (for non-business majors).

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.04.06**

MKTG 455 - Database Marketing and Data Mining

Intensive examination of the concepts and tools to manage and utilize a marketing information system, using database information in a marketing context. Emphasis on the use of various statistical tools to identify marketing opportunities. Topics may include recency, frequency, and monetary (RFM) analysis, clustering techniques, linear and logistic regression, and an introduction to neural networking and its use in marketing information systems.

**Prerequisites & Notes**

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PRQ: MKTG 295 and OMIS 351 (for all majors); grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors).

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.04.07**

**MKTG 464 - Product Planning and Development**  
Examination of the factors influencing product planning and pricing decisions of the firm in a digital environment. Analysis of challenges and risks related to new product launch and managing product life cycle. Topics include idea generation, concept testing, pricing strategy, industry and market analysis, test marketing and product launch.

**Prerequisites & Notes**

PRQ: Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors); MKTG 295 (for non-business majors).

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.04.08**

**MKTG 467 - Global Marketing Management**  
Examination of the strategic aspects of global marketing with focus on developing and analyzing marketing strategies for multinational corporations using an experiential learning approach.

**Prerequisites & Notes**

PRQ: MKTG 367 (for all majors); grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors).

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.04.09**

**MKTG 470 - Interactive Marketing Technology**  
Analysis and implementation of the technology used to support interactive marketing systems for business-to-business and business-to-customer marketing strategies. Topics include but are not limited to multichannel campaign management, search engine optimization technology and social networking applications. Requires students to use marketing technologies to plan and implement a project to create value for a client organization.

**Prerequisites & Notes**

PRQ: MKTG 370 (for all majors); grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors).

Credits: 3

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*Rationale: Business majors currently have access to 400-level classes without completing their business foundation and business core requirements. This is leading to many marketing majors delaying important classes and ultimately delaying their graduation due to upper-level prerequisites. The addition of PRQs for business majors aligns with College of Business foundation and core requirements and will ensure that marketing majors are more well-prepared for their senior-level course work. A C or better in MKTG 295, FINA 320, MGMT 335, and OMIS 338 is required for those courses across the College of Business and is a college limited retention requirement.*

**Department of Accountancy**

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CBUSUG19.20.05.01**

ACCY 310 - Accounting Information Systems

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**Prerequisites & Notes**

~~PRQ: Acceptable score on the Accountancy Qualifying Examination or consent of department.~~ **A grade of C or better in each of the following: ACCY 207, ECON 260, ECON 261, ENGL 203 or ENGL 204, MATH 211 or MATH 229, MGMT 217, OMIS 259, PSYC 102, and UBUS 223; 45 or more semester hours; or consent of department.** CRQ: FINA 320.

Credits: 3

*Rationale: Under the previous retention policy, ACCY 310 was taken in the first semester a student was retained in Accountancy, which was the first semester of the junior year. Under the new retention policy, students will be retained in the second semester of their sophomore year so that they can take ACCY 370 Accounting Career Planning Seminar that semester. The change in PRQs for ACCY 310 ensures that students have completed all College of Business Foundations of Business Courses before being allowed to begin upper-level ACCY courses other than ACCY 370.*

*In addition, a department requirement states: Accountancy prerequisites are deemed to be met only by obtaining a grade of C or better. (It is necessary to repeat an ACCY prerequisite in which a grade below C was earned before taking the next course in the sequence.)*

**Department of Marketing**

New Course      2019-20 Undergraduate Catalog      **CBUSUG19.20.05.03**

CIP: 52.14

MKTG 407 - Social and Mobile Marketing

Comprehensive capstone course to review both tools and strategies for students to use in the world of social and mobile marketing. Students will analyze the customer's journey of touchpoints with an organization. Students will develop and apply social and mobile marketing strategies to connect, engage and influence prospective customers.

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**Prerequisites & Notes**

PRQ: MKTG 370 (all majors); grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 (for business majors).

Credits: 3

*Rationale: Our current undergraduate program in digital marketing needs to implement courses to better accommodate future digital marketing needs, industry needs and students' education. In a review of our competition of AACSB accredited universities, our current undergraduate program in digital marketing was found to be needing more instruction in the proposed course concepts. In addition, a C or better in MKTG 295, FINA 320, MGMT 335, and OMIS 338 is required for those courses across the College of Business and is a college limited retention requirement.*

*Note on duplication: A review of other departments across campus determined there is no overlap with other course.*

**Department of Operations Management and Information Systems**

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CBUSUG19.20.05.06**

OMIS 442 - Process and Quality Improvement

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**Prerequisites & Notes**

PRQ: ~~OMIS 338 and OMIS 351~~. CRQ: ~~FINA 320 and MGMT 335 and MKTG 295~~. Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 and OMIS 351 or ACCY 310.

Credits: 3

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CBUSUG19.20.05.07**

OMIS 444 - Manufacturing Systems Management

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**Prerequisites & Notes**

PRQ: ~~OMIS 338 and OMIS 351~~. Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 and OMIS 351 or ACCY 310.

Credits: 3

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CBUSUG19.20.05.08**

OMIS 449 - Business Application Development

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**Prerequisites & Notes**

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PRQ: OMIS 338 and OMIS 351. Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 and OMIS 351 or ACCY 310.

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.05.09**

OMIS 450 - Service Operations

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**Prerequisites & Notes**

PRQ: OMIS 338 and OMIS 351. Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 and OMIS 351 or ACCY 310.

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.05.10**

OMIS 452 - Database Management for Business

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**Prerequisites & Notes**

PRQ: OMIS 351 or ACCY 310 (Accountancy majors required to take ACCY 310). CRQ: OMIS 338 and FINA 320 and MGMT 335 and MKTG 295. Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 and OMIS 351 or ACCY 310.

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.05.11**

OMIS 455 - Enterprise Resource Planning

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**Prerequisites & Notes**

PRQ: OMIS 338 and OMIS 351. CRQ: FINA 320 and MGMT 335 and MKTG 295. Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 and OMIS 351 or ACCY 310.

Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CBUSUG19.20.05.12**

OMIS 460 - Business Computing Environments and Networks

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**Prerequisites & Notes**

PRQ: OMIS 338 and OMIS 351. Grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338 and OMIS 351 or ACCY 310.

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Credits: 3

Course Revision 2019-20 Undergraduate Catalog [LINK](#)

[CBUSUG19.20.05.13](#)

OMIS 478 - Supply Chain Systems

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**Prerequisites & Notes**

PRQ: OMIS 340 and grade of C or better in each of the following: MKTG 295 and FINA 320 and MGMT 335 and OMIS 338.

Credits: 3

*Rationale: OMIS majors currently have access to 400-level courses without completing their business foundations and business core requirements. This is leading some OMIS majors to delay important courses and ultimately delaying their graduation due to upper-level requirements. This change aligns with other majors in the College of Business. The C or better in MKTG 295, FINA 320, MGMT 335 and OMIS 338 is a limited retention requirement in the College of Business. In addition, a C or better in OMIS 351 or ACCY 310 is required before a student majoring in operations and information management is allowed to enroll in any other 300- or 400-level OMIS course. We are also adding that students may take OMIS 351 or ACCY 310 to all these courses since we have many double OMIS and ACCY majors or students who have switched from ACCY to OMIS.*

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

[CBUSUG19.20.05.14](#)

**Operations Management and Information Systems Learning Program Goals and Learning Objectives**

Graduates of the Bachelor of Science in Operations and Information Management program are expected to achieve these learning program goals and learning objectives in addition to the College of Business Undergraduate Learning Goals and Objectives.

~~Graduates with a Bachelor's degree in Operations and Information Management will produce innovative solutions to deliver products and services more efficiently and effectively in today's business environment.~~

~~Our graduates will have:~~

**Core Program Goals and Learning Objectives**

1. Processes: To Provide the Student With the Knowledge to Manage Business Processes
  - ~~Conceptualization: The student will conceptualize business as a collection of processes.~~
  - ~~Process Evaluation: The student will illustrate proficiency with business process evaluation.~~

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- ~~Process improvement: The student will exhibit the ability to improve business processes.~~
  - The student recognizes that businesses are a collection of processes.
  - The student can evaluate business processes.
  - The student can apply process improvement methods.
- 2. Technology: To Provide the Student With the Knowledge to Apply Information Technology Effectively
  - ~~Hardware: The Student Will Display An Understanding of Hardware Technology~~
  - ~~Software: The Student Will Display An Understanding of Software Technology~~
  - ~~Data: The Student Will Display An Understanding of Data Technology~~
  - ~~Networking: The Student Will Display An Understanding of Network Technology~~
  - The student can compare hardware, software, and networking technologies.
  - The student can create and manage databases.
  - The student can select information technologies to improve organizational problems.
- 3. ~~Managing Projects: To Provide Students With Experience In Solving Business Problems.~~
  - ~~Project Management: The student will demonstrate an ability to manage a project.~~
  - ~~Project Integration: The student will be able to improve processes through the application of information technology appropriately.~~

**Area of Study Program Goals and Learning Objectives**

- 3. Supply Chain Management: To Provide the Student With the Knowledge to Manage Supply Chains
  - The student can analyze and solve supply chain problems.
- 4. Data Analytics: To Provide the Student With the Knowledge to Analyze Business Data.
  - The student can apply data analytic techniques for decision making.
- 5. Information Technology Management: To Provide the Student With the Knowledge to Develop and Implement IT Solutions
  - The student can analyze the requirements for a proposed information technology solution.

*Rationale: Based on recommendations from the Executive Advisory Committee, the OM&IS Department has made changes to its curriculum. The core courses required from obtaining a bachelor's degree in Operations and Information Management have been changed and three areas of study were added to reflect changing industry needs. Consequently, the goals and objectives for the program have been revised to reflect these curriculum changes.*



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**CURRICULUM AND INSTRUCTION** **CEDU19.20.04.01**

Course Revision Online Catalog Link, 2019-2020 Undergraduate Catalog

[LINK](#)

TLEE 461 - Seminar in Elementary School Teaching

Orientation to the teaching profession including school and community environment, professionalism, and effect of teaching on student learning. S/U grading.

Prerequisites & Notes

PRQ: TLEE 383, GPA of at least 2.75, and senior standing. CRQ: TLEE 485 and ~~ETT 401B~~.

Credits: 1

*RATIONALE: Changes in the approved state curriculum for licensure in Elementary Education included removal of ETT 401B as a required course. Technology courses were integrated into the coursework except for ETT 299.*

Other Catalog Change Online Catalog Links, 2019-2020 Undergraduate Catalog **CEDU19.20.04.02**

Online Catalog [LINK](#)

**Educator Licensure Requirements**

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**University Requirements for Educator Licensure**

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**Common Requirements for Educator Licensure**

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- ~~Successful completion of the Test of Academic Proficiency (TAP) or equivalent, a test of subject matter knowledge administered by the Illinois Licensure Testing System are all required for licensure.~~ Candidates must take and pass any state mandated tests prior to student teaching (test may vary by program).

Online Catalog [LINK](#)

**College of Education**

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**State Requirements for Educator Licensure**

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**ILTS Test of Academic Proficiency**

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~~Successful completion of the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP) is required no later than the semester before student teaching. The test bulletins and applications are available at the Office of Testing Services and in department offices. Students who intend to enter an educator licensure program need to take the ILTS Test of Academic Proficiency as soon as possible.~~ Candidates must pass any state-mandated tests for licensure/certification prior to student teaching.

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Online Catalog [LINK](#)  
**College of Education**

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**Department of Curriculum and Instruction (LTCY, LTIC, LTLA, LTRE, MLTL, TLCI, TLEE)**

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

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All students seeking admission are required to have an overall minimum NIU GPA of 2.75 and receive a grade of C or better in all professional education course work. Candidates seeking professional educator licensure must ~~successfully complete the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP), or equivalent recognized by the Illinois State Board of Education no later than the semester prior to student teaching.~~ **pass any state-mandated tests for licensure/certification prior to student teaching.**

Online Catalog [LINK](#)  
**Middle Level Teaching and Learning (B.S.Ed.)**

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Candidates seeking professional educator licensure must ~~successfully complete the Illinois Licensure Testing System (ILTS) Test of Academic Proficiency (TAP), or equivalent recognized by the Illinois State Board of Education no later than the semester prior to student teaching.~~ **pass any state-mandated tests for licensure/certification prior to student teaching.**

*RATIONALE: The Governor of Illinois signed a bill into law that removes the requirement of the basic skills test (test of academic proficiency) as a requirement for professional educators. Thus, these changes will bring the catalog into alignment with current testing requirements for educator licensure.*

Other Catalog Change Online Catalog Link, 2019-2020 Undergraduate Catalog **CEDU19.20.04.03**

Online Catalog [LINK](#),  
**College of Education**

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**Middle Level Teaching and Learning (B.S.Ed.)**

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**Professional Education Requirements (49)-(53)**

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ENGL 404 - Theory and Research in Written Composition for English Language Arts (3)

\*EPFE 201 - Education as an Agent for Change (3)

\*EPS 300 - Educational Psychology (3)

EPS 382 - Educational Participation in Clinical Experiences: Middle Level Education (1)

EPS 419 - The Middle School Child (3)

EPS 450 - Classroom Management (2)

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**EPS 452 - Classroom Management for Adolescent Students (3)**

ETRA 422 - Technology and Assessment for Middle Level Education and Secondary Education (4) LTIC 420 - Methods and Materials for Teaching English Language Learners in the Content Areas (3)

^LTRE 311- Content Area Literacy Instruction (3)

MLTL 302 - Clinical Experience in Middle Level Curriculum and Instruction (1)

MLTL 303 - Clinical Experience in Middle Level Curriculum and Instruction (1)

MLTL 304 - Middle Level Curriculum and Instruction: Field Experience (1)

MLTL 485 - Student Teaching (11)

MLTL 461 - Seminar in Middle Level Student Teaching (1)

**\*PSYC 102 - Introduction to Psychology (3)**

SESE 457 - Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

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**Additional Endorsement Option: Bilingual/ESL (18)**

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**Total hours for a Major in Middle Level Teaching and Learning: ~~102-109~~ 102-113**

*RATIONALE: The MLTL program committee approved the development of a new course, EPS 452, offered by LEPF to replace EPS 450. This newly developed course more accurately meets requirements for candidates seeking middle level licensure. Additionally, PSYC 102 needs to be added to the Professional Development Requirements as it is a PRQ for EPS 300. As such, the Professional Education Requirement hours and total hours for a Major increase.*

**SPECIAL AND EARLY EDUCATION** **CEDU19.20.04.07**

Course Revision Online Catalog Link, 2019-2020 Undergraduate Catalog  
**Course List**

**Early Childhood Education (SEEC)**

[LINK](#)

SEEC 304. INTRODUCTION TO COMMUNITY EDUCATION: CHILDREN (1-**3**). Orientation to educational programs for children in community organizations and other non-formal settings. Introduction to the history, theory, and practice of fostering self-activity and learning out of school. Includes a field component. **May be repeated for up to 3 credit hours with consent of department.** ~~Criminal Background Check required. CRQ: SESE 304 and KNPE 304.~~

*RATIONALE: Changes to SEEC 304 (deletion of CRQs) increases the likelihood that the courses may be offered by eliminating the co-requisite. Eliminating the co-requisites would enable candidates to take only one of the courses with a Allowing candidates to repeat these courses allows candidates to engage in community settings over the course of several semesters or for more hours in a single semester.*

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**Special Education (SESE)**

[LINK](#)

SESE 304. INTRODUCTION TO COMMUNITY EDUCATION: ADULTS WITH SPECIAL NEEDS (1-3). Orientation to educational programs for adults with special needs in community organizations and other non-formal settings. Introduction to the history, theory, practices, and principles of working with adults with special needs within the context of community agencies. Includes a field component. **May be repeated for up to 3 credit hours with consent of department.** ~~Criminal Background Check required.~~  
CRQ: SEEC 304 and KNPE 304

[LINK](#)

SESE 410. POSITIVE BEHAVIOR SUPPORTS **IN SCHOOL AND COMMUNITY SETTINGS.** ~~FOR EQUALITY, ACCESS, AND STUDENT DEVELOPMENT-~~(3). Survey of principles of effective **behavior classroom** management to promote ~~appropriate~~ student academic and social **engagement behavior** and ~~prevent and decrease challenging behavior in school settings in school and community settings.~~ **Enables middle and secondary preservice educators to d** **Data collection, multi-tiered systems of support, and design of classroom learning environments from restorative and social justice perspectives.** ~~using Response to Intervention (RtI) strategies, Positive Behavior Intervention and Supports (PBIS), socioemotional learning standards, and culturally sensitive pedagogy.~~ Meets social emotional learning (SEL) and Illinois Professional Teaching Standards (IPTS) for classroom ~~management and socioemotional learning.~~ PRQ: Junior standing or **e**Consent of department.

*RATIONALE: Changes to SESE 304 (deletion of CRQs) increases the likelihood that the course may be offered. Eliminating the co-requisites would enable candidates to take only one of the courses with a focus on individuals in their specific area of interest (early childhood, school-aged children, or adults). This gives candidates more options within the Special Populations emphasis. Allowing candidates to repeat these courses allows candidates to engage in community settings over the course of several semesters or for more hours in a single semester.*

*Changes to SESE 410 course title and description reflects a change in the needs of our candidates in the Special Populations emphasis and other majors who may be working with individuals with challenging behavior from diverse backgrounds in public schools and community settings. Change to RtI language reflects current terminology in the field.*

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[LINK](#)

SESE 415. INSTRUCTIONAL METHODS FOR ELEMENTARY STUDENTS WITH MILD DISABILITIES: READING, LANGUAGE ARTS (4). Design, implementation, and adaptation of reading, writing, and spelling curricula for elementary students with mild disabilities. Emphasis on explicit systematic instructional approaches and data driven decision making related to literacy for students with and at risk for disabilities in the elementary grades. PRQ: SESE **260**, SESE 370 and LTCY 300; or consent of department. **CRQ: must be taken with a clinical course with placement at the elementary level.**

[LINK](#)

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SESE 416. INSTRUCTIONAL METHODS FOR ELEMENTARY STUDENTS WITH MILD DISABILITIES: MATH AND SCIENCE (3). Design, implementation, and adaptation of math and science curricula for elementary students with mild disabilities. Emphasis on explicit systematic instructional approaches and data-driven decision making related to math and science for students with and at risk for disabilities in the elementary grades. PRQ: SESE 260, SESE 370 and LTCY 300; or consent of department. CRQ: must be taken with a clinical course with placement at the elementary level.

[LINK](#)

SESE 417. POSITIVE BEHAVIOR SUPPORT AND CLASSROOM MANAGEMENT FOR SPECIAL EDUCATORS (3). Application of evidence-based practices in positive behavior support and applied behavior analysis to promote appropriate academic and social behavior and to prevent and decrease challenging behavior in school settings. Designed to enable preservice special educators to design classroom environments, conduct functional behavior assessments, and implement group and individual behavior change programs in classroom settings. PRQ: SESE 260, SESE 370 and LTCY 300; or consent of department. CRQ: must be taken with a clinical course with placement at the elementary level.

[LINK](#)

SESE 418. EARLY FIELD EXPERIENCE IN SPECIAL EDUCATION: ELEMENTARY, MILD DISABILITIES (2). Supervised field experience in special education. Emphasis on instruction of students with mild disabilities in the elementary grades, urban schools, culturally responsive instruction, and response to intervention multi-tiered systems of support programs. S/U grading. PRQ: SESE 260, SESE 370, and LTCY 300; admission to teacher education program, criminal background check, and other district, department, licensure, and university requirements. CRQ: Must be taken with SESE 415, SESE 416, and SESE 417, or consent of department.

[LINK](#)

SESE 419. INTRODUCTION TO INSTRUCTIONAL PLANNING AND TEACHER PERFORMANCE ASSESSMENT (2). Introduction to instructional planning, teacher performance assessment (edTPA). Development and delivery of lesson plans created for diverse learners with an emphasis on evaluation and reflection of instructional practices and student learning. Activities include an overview of design, implementation, and evaluation of lesson plans using digital technology. S/U grading. PRQ: SESE 240, and SESE 370, and SESE 449; or consent of department.

[LINK](#)

SESE 444. INSTRUCTIONAL METHODS AND STRATEGIES FOR MIDDLE AND SECONDARY STUDENTS WITH MILD DISABILITIES (3). Study and practice of evidence-based curricula, methods, and strategies for teaching middle and secondary students with mild disabilities. Emphasis on teaching study skills and learning strategies which promote independent learning. PRQ: SESE 415, SESE 416, SESE 417, SESE 418; or consent of department. CRQ: SESE 446, SESE 447, and SESE 448; must be taken with a clinical course with placement at the middle or secondary level.

[LINK](#)

SESE 446. METHODS FOR SUPPORTING THE SOCIAL/EMOTIONAL DEVELOPMENT OF STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS (3). Organization of the school and classroom environment to facilitate management of academic and social behavior of K-12 students with

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emotional and/or behavior disorders. Provides foundational theory and knowledge to select specific techniques to promote social competency in students with emotional/ behavior disorders. Discusses research related to use of these techniques and interventions. Discusses class wide and individual methods and strategies for teaching appropriate social behavior and social skills. PRQ: SESE 415, SESE 416, SESE 417, and SESE 418; or consent of department. CRQ: SESE 444, SESE 447, and SESE 448; must be taken with a clinical course with placement at the middle or secondary level.

[LINK](#)

SESE 447. CONSULTATION, COLLABORATION, AND COMMUNICATION SKILLS FOR SPECIAL EDUCATORS (3). Strategies for effectively consulting, collaborating, and communicating with general educators, administrators, paraprofessionals, families, teams, and community personnel. Emphasis on effective interpersonal, conflict resolution, and problem solving skills; ways to facilitate meetings; co-teaching; and methods for supporting inclusionary placements for students with disabilities. PRQ: SESE 415, SESE 416, SESE 417, and SESE 418; or consent of department. CRQ: SESE 444, SESE 446, and SESE 448; must be taken with a clinical course with placement at the middle or secondary level.

[LINK](#)

SESE 448. PLANNING FOR THE TRANSITION FROM SCHOOL TO EMPLOYMENT, CAREER AND POSTSECONDARY EDUCATION FOR STUDENTS WITH DISABILITIES (3). Strategies for effectively planning the transition from school to employment, career, postsecondary education and community for students with disabilities in secondary school settings. Emphasis on student-centered planning, career and transition assessment involving students, families, school and community supports. Includes field-based assignments. PRQ: SESE 415, SESE 416, SESE 417, and SESE 418; or consent of department. CRQ: SESE 444, SESE 446, and SESE 447; must be taken with a clinical course with placement at the middle or secondary level.

[LINK](#)

SESE 449. EARLY FIELD EXPERIENCE IN SPECIAL EDUCATION: MIDDLE/SECONDARY (2). Pre-student teaching clinical experience. Observation and instruction in diverse special and/or general middle or secondary education settings where students with mild disabilities receive special education services. Activities include observing various instructional models; co-teaching; writing, implementing, and reflecting upon instructional lessons; completing career exploration activities, administering transition assessments, and writing transition plans. S/U grading. PRQ: SESE 415, SESE 416, SESE 417 SESE 418, criminal background check, and other district, department, and university requirements. CRQ: must be taken with SESE 444, SESE 446, SESE 447, and SESE 448, or consent of department.

[LINK](#)

SESE 459. PROFESSIONAL PRACTICE IN SPECIAL EDUCATION (3). Development and analysis of the roles and responsibilities of special educators. Emphasis on IEPs, collaboration, communication, and professional growth. PRQ: SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449; or consent of the department. CRQ: SESE 460 and SESE 461; must be taken with a clinical course with placement that includes students with developmental disabilities.

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[LINK](#)

SESE 460. INSTRUCTIONAL METHODS FOR INDIVIDUALS WITH AUTISM AND DEVELOPMENTAL DISABILITIES (3). Instructional strategies and interventions for teaching functional skills to individuals with autism and severe developmental disabilities in school, home, community, and vocational settings using the principles of Applied Behavior Analysis and evidence-based practices. Designing individualized instructional programs; quantitative data collection and analysis; and implementing data-based problem-solving and decision making processes. PRQ: SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449; or consent of department. **CRQ: SESE 459 and SESE 461; must be taken with a clinical course with placement that includes students with developmental disabilities.**

[LINK](#)

SESE 461. ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH AUTISM AND MULTIPLE DISABILITIES (3). Evaluating the abilities of individuals with autism and multiple disabilities in relation to environmental demands and settings and determining adaptations, adaptive equipment, and/or assistive devices that can be used to ensure active participation. Teacher candidates demonstrate proficiency in programming augmentative communication devices, using assistive software, mobile devices, and other low and high tech assistive technology devices. PRQ: SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449; or consent of department. **CRQ: SESE 459 and SESE 460; must be taken with a clinical course with placement that includes students with developmental disabilities.**

[LINK](#)

SESE 463. EARLY FIELD EXPERIENCE IN SPECIAL EDUCATION: AUTISM AND DEVELOPMENTAL DISABILITIES (2). Pre-student teaching clinical experience. Observation and instructional practice in diverse special and/or general education settings where students with autism or low-incidence disabilities receive special education services. Activities include design, implementation, and evaluation of lesson plans and instructional programs. S/U grading. PRQ: SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449, and other district, department, and university requirements. **464. CRQ: SESE 459, SESE 460, and SESE 461, or consent of department.**

[LINK](#)

SESE 489. INTERNSHIP IN COMMUNITY EDUCATION (6-12). Work individually in a community organization that offers educational programs for children, youth, and/or adults under the guidance of a staff member from that setting and a university supervisor. **S/U grading.** PRQ: Consent of department.

*RATIONALE: Changes in the course descriptions' PRQs/CRQs clarify for candidates which courses must be taken together, which clinical courses pair with which methods courses, and the overall sequence of the courses within the program. The changes assure that candidates enrolled in methods courses are also enrolled in a clinical course in which they can complete their assignments.*

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*Changes to add “Instructional” to the SESE 421 course title and description helps to distinguish this course from SESE 461 (Assistive Technology) and SESE 462 (Self-Determination and Transition Planning Using Technology).*

*SESE 489 is a practicum course and has S/U grading. This change clarifies that for candidates.*

Course Revision Online Catalog Link, 2019-2020 Undergraduate Catalog **CEDU19.20.04.10**

**Visual Impairments (SEVI)**

[LINK](#)

SEVI 450. ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH VISUAL IMPAIRMENTS (3). Includes laboratory experience with selected hardware and software. May not be repeated as SEVI 550. PRQ: SEVI 420 **or consent of department.**

*RATIONALE: Changes to the SEVI 450 course clarifies that candidates can take SEVI 450 with consent of department. This occurs for our VRT candidates who take SEVI 420 and 450 concurrently, rather than having to complete SEVI 420 before enrolling in SEVI 450.*

Other Catalog Change Online Catalog Link, 2019-2020 Undergraduate Catalog **CEDU19.20.04.11**

[LINK](#)

**Early Childhood Education (B.S.)**

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**As part of educator licensure requirements, candidates in the early childhood education program must earn a grade of C or better in the following:**

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In addition, candidates must earn a grade of C or better in one life **biological** science course, one Earth/space science course, one physical science course, and two elective courses.

↓

Requirements outside Department (51-54 **54**)

- ~~COMD 220 – Introduction to Communicative Disorders Credits: 3~~
- ~~Available for general education credit.~~
- ~~This is a society and culture general education course for the Learning Pathway.~~
- ~~EPFE 201 – Education as an Agent for Change Credits: 3~~
- ~~Available for general education credit.~~
- ~~Not required for students who have earned an A.A.T. in Early Childhood.~~
- ~~EPFE 201 fulfills the Human Diversity Requirement.~~
- ~~GEOG 202 - World Regional Geography Credits: 3~~
- GEOG 202 also fulfills the Human Diversity Requirement.
- This is a society and culture general education course for the Origins and Influences Pathway.
- ~~OR GEOG 204 - Geography of Economic Activities Credits: 3~~
- This is a society and culture general education course for the Global Connections Pathway.
- ~~HDFS 230 - Child Development Credits: 3~~
- Not required for students who have earned an A.A.T. in Early Childhood.



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This is a society and culture general education course for the Learning Pathway.

- HIST 260 - American History to 1865 Credits: 3  
Available for general education credit.  
Not required for students who have earned an A.A.T. in Early Childhood.  
HIST 260 fulfills the Human Diversity Requirement.  
This is a creativity and critical analysis general education course for the Social Justice and Diversity Pathway.
- OR HIST 261 - American History since 1865 Credits: 3  
Available for general education credit.  
Not required for students who have earned an A.A.T. in Early Childhood.  
HIST 261 fulfills the Human Diversity Requirement.  
This is a creativity and critical analysis general education course for the Sustainability Pathway.

- LTIC 301 - Teaching with a Multicultural Perspective Credits: 3
- LTIC 400 - Introduction to Teaching English Language Learners Credits: 3
- LTIC 420 - Methods and Materials for Teaching English Language Learners in the Content Areas Credits: 3

- LTIC 435 - Teaching English Language Learners in Bilingual Programs: Methods and Materials Credits: 3

- LTIC 445 - Applied Linguistics for Teachers of English Language Learners Credits: 3
- LTIC 447 - Assessment of English Language Learners Credits: 3
- LTLA 305 - Language Development Credits: 3
- LTLA 361 - Literature for the Young Child Credits: 3
- LTRE 309 - Emerging Literacy and Beginning Reading Instruction through Age 8 Credits: 3
- MATH 201 - Foundations of Elementary School Mathematics Credits: 3

Available for general education credit.

Not required for students who have earned an A.A.T. in Early Childhood.

- POLS 100 - American Government and Politics Credits: 3  
Available for general education credit.
- PSYC 102 - Introduction to Psychology Credits: 3

Available for general education credit.

Not required for students who have earned an A.A.T. in Early Childhood.

- Science courses (physical, life, Earth/space) approved by adviser (9)
- Candidates must complete one course from each of the following science areas:

Biological, Earth/Space and Physical.

**Biological Science Courses**

- BIOS 101 - Plant Products and Human Affairs Credits: 3
- BIOS 103 - General Biology Credits: 3
- BIOS 106 - Environmental Biology Credits: 3
- BIOS 107 - Evolution for Everyone Credits: 3
- BIOS 109 - Human Biology Credits: 3

**Earth and Space Science Courses**

- GEOG 101 - Introduction to Environmental Geography Credits: 3
- GEOG 105 - Weather, Climate, and You Credits: 3
- GEOL 103 - Planetary and Space Science Credits: 3
- GEOL 104 - Introduction to Ocean Science

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- **GEOL 105 - Geologic Resources and the Environment Credits: 3**
- **GEOL 120 - Planet Earth Credits: 3**
- **PHYS 162 - Elementary Astronomy Credits: 3**

**Physical Science Courses**

- **CHEM 100 - Chemistry in Everyday Life Credits: 3**
- **CHEM 110 - Chemistry Credits: 3**
- **PHYS 150 - Physics Credits: 3**

Total Hours for Professional Educator License with Early Childhood Education Endorsement and Preschool Special Education Approval: ~~109~~ **118**

*RATIONALE: Deletions (EPFE and COMD) and additions (LTIC courses) correct the course list for the major. Changes clarify for candidates which science courses fulfill requirements for the major. The correct number of hours for the major is 118, not 109.*

Other Catalog Change Online Catalog Link, 2019-2020 Undergraduate Catalog **CEDU19.20.04.12**  
[LINK](#)

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

In the B.S. Ed. in Special Education **degree**, candidates focus their studies in one emphasis: Learning Behavior Specialist I (LBS I), Visual Impairments, Vision Rehabilitation Therapy (VRT), or Special Populations. The LBS I cross-categorical emphasis prepares candidates to obtain an Illinois professional educator license (PEL) with entitlement as a Learning Behavior Specialist I (Pre-K-age 21). The emphasis in Visual Impairments prepares candidates to obtain a PEL with entitlement in the area of Teacher of Students Who Are Blind or Visually Impaired (Pre-K-age 21). The VRT emphasis prepares candidates **students** to obtain national licensure as ~~rehabilitation teachers from the Association for the Education and Rehabilitation of the Blind and Visually Impaired from the~~ **Academy for the Certification of Vision Rehabilitation and Education Professionals**. The VRT program does not lead to a PEL in the State of Illinois. The Special Populations emphasis prepares ~~candidates~~ **students** to work with individuals with a range of disabilities across the lifespan in settings such as group homes, private agencies, and community organizations. The Special Populations emphasis does not lead to a PEL in the State of Illinois.

**Entrance and Retention in the LBSI and Vision Impairments Program Emphases with Professional Educator Licensure**

To advance to the first professional semester, candidates must have (a) achieved an NIU GPA of 2.50 or better, (b) received a grade of C or better in SESE 240 or an equivalent transfer course, and (c) completed the safety tutorial prior to the first clinical experience. **Candidates in the LBSI emphasis must also complete SESE 260 or an equivalent course with an S (S/U grading)**. Advising staff verify completion of the safety tutorial, prerequisite course grades, and overall NIU GPA. All candidates who meet requirements are admitted to the Learning Behavior Specialist I or Visual Impairments teacher education program.

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### Licensure and Endorsement Requirements

Candidates who major in special education in the Learning Behavior Specialist I emphasis or the Visual Impairments emphasis are required to meet the Illinois licensure requirements including 29-41 semester hours of general education classes which must include at least three semester hours of cultural diversity course work. Transfer students with an A.A. or A.S. degree also must meet these requirements for educator licensure. Some districts where candidates are placed for clinicals or student teaching may have additional requirements such as require a TB test. Candidates who successfully complete the program requirements and pass the state mandated tests including the Teacher Performance Assessment (edTPA) during student teaching will have completed all required-ISBE and CAEP standards necessary for receiving university recommendation for licensure and special education endorsement in Visual Impairments or Learning Behavior Specialist I. Successful completion of the program without receipt of a passing score on the state mandated edTPA may result in the candidate receiving a degree without university recommendation for licensure.

### Licensure and Endorsement Requirements

Candidates who major in special education in the Learning Behavior Specialist I emphasis or the Visual Impairments emphasis are required to meet the Illinois licensure requirements including 29-41 semester hours of general education classes which must include at least three semester hours of cultural diversity course work. Transfer students with an A.A. or A.S. degree also must meet these requirements for educator licensure. Some districts where candidates are placed for clinicals or student teaching may have additional requirements such as require a TB test. Candidates who successfully complete the program requirements and pass the state mandated tests including the Teacher Performance Assessment (edTPA) during student teaching will have completed all required-ISBE and CAEP standards necessary for receiving university recommendation for licensure and special education endorsement in Visual Impairments or Learning Behavior Specialist I. Successful completion of the program without receipt of a passing score on the state mandated edTPA may result in the candidate receiving a degree without university recommendation for licensure.

### Emphasis 2. Visual Impairments with PEL

#### Requirements outside Department (28 – 31)

EPFE 201 - Education as an Agent for Change Credits: 3

Available for general education credit.

EPFE 201 also fulfills the Human Diversity Requirement.

EPFE 321 - History of American Education Credits: 3

EPFE 321 is a writing infused course.

EPFE 321 also fulfills the Human Diversity Requirement.

This is a creativity and critical analysis general education course for the Origins and Influences Pathway.

OR EPFE 410 - Philosophy of Education Credits: 3

EPFE 410 is a writing infused course.

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EPS 405 - Issues in Human Development in the Elementary Through High School Years Credits: 3

OR HDFS 280 - Human Development, the Family, and Society Credits: 3

OR PSYC 225 - Lifespan Development: Childhood Through Adulthood Credits: 3

ETR 434 - Assessing Students with Special Needs Credits: 3

ETT 229 - Computers in Education Credits: 3

or pass the ETRA Skills Competency Examination. Credits: 0

ETT 402 - Teaching and Learning with Technology Credits: 3

LTCY 300 - Foundations of Instruction in Reading, Writing, and the Other Language Arts Credits: 4

LTIC 420 - Methods and Materials for Teaching English Language Learners in the Content Areas Credits:3

OR LTIC 301 - Teaching with a Multicultural Perspective Credits: 3

LTIC 301 also fulfills the Human Diversity Requirement.

MATH 201 - Foundations of Elementary School Mathematics Credits: 3

Available for general education credit.

PSYC 102 - Introduction to Psychology Credits: 3

Available for general education credit.

### **Emphasis 3. Vision Rehabilitation Therapy**

This program prepares ~~candidates~~ **students** to teach independent living skills to individuals with visual impairments. Program requirements allow ~~candidates~~ **students** to obtain national licensure from the **Academy for the Certification of Vision Rehabilitation and Education Professionals Association for the Education and Rehabilitation of the Blind and Visually Impaired** as a rehabilitation teacher. This program does not qualify ~~candidates~~ **students** for professional educator licensure in the State of Illinois. ~~Candidates~~ **Students** in the Vision Rehabilitation Therapy major must maintain an NIU GPA of 2.50 and earn a grade of C or better in **ENGL 103, ENGL 203, all knowledge domain coursework, and all SESE and SEVI courses, including SESE 240, SEVI 410, 420, 430, 440, 441, 443, 445, 447, 450, 451, and 460.** ~~or~~ **Students must earn** a grade of S in **all** courses with S/U grading **including SEVI 481 and 489.** ~~Candidates~~ **Students** who do not meet these requirements must retake the course(s). Transfer students must meet all NIU requirements for admission to the university.

### **Other Course Requirements (33)**

~~Candidates~~ **Students** are encouraged to pursue a minor in a related field to attain sufficient credit hours for NIU graduation.

*RATIONALE: In the Vision Rehabilitation Therapy emphasis the certification organization originally listed was incorrect. This catalog change correct the name of the certifying body. Our department decided to reserve the term candidate for those working toward educator licensure. Consequently, we refer to those in non-licensure programs as “students”. This proposed change makes that distinction.*

*The catalog change provides an updated list of required courses and language that clarifies which courses are “C or better”.*

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*Adding human development courses outside of the department in addition to EPS 405 allows candidates more options, allowing them to progress to graduation in a timely fashion.*

**Additional information provided via email:**

Other Cat Change- Special Education – Emphasis 3-- the addition of the knowledge domain courses to the C or better requirement is not a clarification. Those are additions to the requirement and this requires a rationale. *Candidates who decide to return for professional educator licensure at a later point in their careers will need to have earned a C or better in these courses per the State of Illinois. This catalog change makes candidates aware of the minimum expectations for grades, and allows them to pursue that option as a career pathway at a later point should they so desire.*

**Leadership, Educational Psychology and Foundations**

Course Revision Online Catalog Link, 2019-2020 Undergraduate Catalog **CEDU19.20.05.15**

**LINK**

EPS 450 - Classroom Management for Elementary Students **Classroom Management for Elementary Educators**

A friendly amendment was done via email for this course title. DRH/12.13.2019

Applications of motivation and management principles and procedures to maintain a positive learning environment in **elementary education** classrooms.

Credits: 2

*RATIONALE: Previously, classroom management was a single course within which different sections were designated for those seeking elementary, middle school, and secondary licensure. This course revision follows the approval of a new course last year, EPS 452/552, entitled "Classroom Management for Adolescent Students." Students seeking middle school and secondary licensure will take EPS 452/552, while EPS 450/550x will remain the course designator for those seeking elementary licensure. The name change is to clarify that this course will now only meet requirements for elementary licensure.*

**Kinesiology and Physical Education**

New Course 2019-2020 Undergraduate Catalog **CEDU19.20.06.01**

**Course Number:** KNPE 469

**Title:** Professional Preparation in Kinesiology

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**Semester Hours:** 3

**CIP Code:** 31.0505

**Page Listing:** Online Undergraduate Catalog; 2020-2021 Undergraduate Catalog [LINK](#)

**COURSE DESCRIPTION TO BE USED IN CATALOG:**

[LINK](#)

Current professional trends in the field of kinesiology/exercise science. Focus is on pre-professional development, including career paths, job market, professional membership and certifications, job search and interview skills. PRQ: Grade of C or better in KNPE 314, 443, 445, 452; senior standing or consent of department.

*RATIONALE: Through peer institution comparisons, review of professional organization certification requirements, and Kinesiology program student exit surveys, the Kinesiology faculty were able to determine that a 3-credit course specifically focusing on professional preparation, development, certification, and job skills was necessary. Although related topics are included in many of the current program requirements, none are able to go into much depth. Requiring a course like this would help better prepare students to be successful in the job market and/or prepare for graduate school. Several other peer institution programs either have a course similar to this in their curriculum.*

**DUPLICATION OF CONTENT:** Since this course is program specific, there will be no course duplication with any other course currently being given on campus.

New Course 2019-2020 Undergraduate Catalog

**CEDU19.20.06.02**

**Course Number:** KNPE 471

**Title:** High Performance Training

**Semester Hours:** 4

**CIP Code:**31.0505

**Page Listing:** Online Undergraduate Catalog; 2020-2021 Undergraduate Catalog [LINK](#)

**COURSE DESCRIPTION TO BE USED IN CATALOG**

[LINK](#)

Analysis of theory and practical application of scientific knowledge to train individuals for the primary goal of improving athletic performance. Assessment of current strength and conditioning levels

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necessary to achieve desired outcomes. Design and implement safe and effective strength and conditioning programs to train individuals with a variety of experience and fitness levels. PRQ: Grade of C or better in KNPE 452.

*RATIONALE: This course was created by combining 2 current courses - KNPE 470 (High Performance – 4 credits) and 472 (Periodization – 3 credits) into one new course. No other peer institution programs require this many credits in this content area. Reducing the course requirements would not jeopardize our status as an Education Recognition Program (ERP) with the National Strength and Conditioning Association (NSCA). It was the consensus of the Kinesiology faculty that the current requirement of 10 credit hours (3 courses) in resistance training coursework is excessive and some of those credits could be used to better serve our students in other content areas (e.g., Motor Learning). Faculty teaching these courses agreed that the content could be combined into one course.*

**DUPLICATION OF CONTENT**

Since this course is program specific, there will be no course duplication with any other course currently being given on campus.

Other Catalog Change 2019-2020 Undergraduate Catalog

**CEDU19.20.06.03**

[LINK](#)

**Kinesiology (B.S.)**

All students pursuing the B.S. degree with a major in kinesiology are required to have a university GPA of 2.50 or above and to have satisfactorily completed all required course work prior to the culminating internship, KNPE 494. Students are required to earn grades of C or better in **all Kinesiology required courses** the following courses: KNPE 314, KNPE 445, KNPE 452, KNPE 463, and the university's foundational studies in quantitative literacy.

↓

**Requirements in Department (4255-56)**

KNPE 300 - Field Experience in Kinesiology (1)

KNPE 301 - Introduction to Kinesiology and Sport Professions (3)

**KNPE 305 - Psychological and Sociological Aspects of Exercise and Physical Activity (3)**

KNPE 305 is a writing infused course

**OR** KNPE 310 - Psychological Aspects of Sport and Exercise (3)

KNPE 310 is a writing infused course.

KNPE 314 - Applied Kinesiology (4)

~~KNPE 346 – Methods of Group Fitness Instruction (3)~~

KNPE 350 - Principles and Techniques of Resistance Training (3)

KNPE 443 - Principles of Exercise for Acute and Chronic Conditions (3)

KNPE 445 - Measurement and Evaluation in Exercise Science (3)

KNPE 452 - Applied Physiology of Exercise (4)

KNPE 463 - Exercise and Physical Activity across the Lifespan (3)

KNPE 463 also fulfills the Human Diversity Requirement.

**KNPE 464 - Scientific Basis of Exercise Prescription and Programming (34)**

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**KNPE 469 - Professional Preparation in Kinesiology (3)**

**KNPE 486 - Principles of Motor Learning and Performance (3)**

KNPE 493 - Supervised Clinical Experience in Exercise Gerontology Credits: 1-3

Students must take 2 semester hours in this course.

KNPE 494 - Internship in Kinesiology Credits: 1-6

Students must take 6 credit hours in this course.

~~LESM 438 – Sport Management Strategies (3)~~

~~—OR LESM 442 – Promotion and Marketing of Sport Programs (3)~~

**Select three of the following (10-11)**

**KNPE 461 - Physical Activity and Wellness (3)**

**KNPE 462 - Clinical Exercise Physiology (4)**

**KNPE 471 - High Performance Training (4)**

**LESM 438 - Sport Management Strategies (3)**

**~~One of the following areas of study (10)~~**

~~Wellness Focus~~

~~KNPE 462 – Clinical Exercise Physiology Credits: 4~~

~~KNPE 464 – Scientific Basis of Exercise Testing, Prescription, and Progression Credits: 3~~

~~KNPE 464 is a writing infused course.~~

~~KNPE 461 – Physical Activity and Wellness Credits: 3~~

~~Performance Focus~~

~~KNPE 461 – Physical Activity and Wellness Credits: 3~~

~~KNPE 470 – High Performance Development Credits: 4~~

~~KNPE 472 – Periodization for Performance Enhancement Credits: 3~~

~~Sport Management Focus~~

~~LESM 341 – Administration of Interscholastic Athletics Credits: 1~~

~~LESM 360 – Sport Event and Facility Management Credits: 3~~

~~LESM 365 – Communication Strategies in Sport Credits: 3~~

~~Available for general education credit.~~

~~LESM 365 is a writing infused course.~~

~~This is a nature and technology general education course for the Health and Wellness Pathway.~~

~~LESM 438 – Sport Management Strategies Credits: 3~~

~~Select the course that was not taken as part of the requirements in the department.~~

~~OR LESM 442 – Promotion and Marketing of Sport Programs Credits: 3~~

~~Select the course that was not taken as part of the requirements in the department.~~

**Requirements outside Department (17-18)**

↓

~~BIOS 311 – Functional Human Anatomy (4)~~

~~OR BIOS 357 - Human Anatomy and Physiology (5)~~

↓

**Total Hours for a Major in Kinesiology: 730-741**



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*RATIONALE: The Kinesiology program faculty conducted a thorough program review, including peer-institution comparisons, professional organization certification requirements (i.e., knowledge, skills, and abilities), current and former student survey responses, and industry standards. The results of the review led the faculty to make necessary updates to Kinesiology program requirements. The goal of these updates is to better prepare students to 1) successfully matriculate through the program, 2) obtain professional certification, and 3) be competitive in the job market. Changes to the Kinesiology program requirements are summarized below and highlighted in the attached.*

*Other update rationale:*

- *Change requirement that Kinesiology majors are required to earn a “C” or better in KNPE 314, 445, 452, and 463 to Kinesiology majors must earn a C or better in all of the Kinesiology requirement courses. This is consistent with peer institution programs as well as other programs here at NIU. Also, encourages students to be more successful in major courses.*
- *Add KNPE 305 (Psychological and Sociological Aspects of Exercise & Physical Activity) as a requirement option to KNPE 310 (Psychological Aspects of Sport & Exercise). KNPE 305 focuses exclusively on exercise and physical activity, particularly physical activity behavior modification strategies. A course similar to this is a standard requirement in most peer institution programs. Also, physical activity behavior modification strategies are a significant portion of professional certification (knowledge, skills, and abilities) and job responsibilities in kinesiology/exercise science. Although a portion of KNPE 310 focuses on the psychological aspects of exercise, the majority of the course focuses on coaching and sport performance.*
- *Eliminate KNPE 346 (Methods of Group Fitness Instruction) as a program requirement. This is not a program requirement at peer institution programs. Although some students would benefit from training and education in this area, it was agreed by the faculty that there were higher-priority content areas that were needed in the program.*
- *Switch KNPE 464 (Scientific Basis of Exercise Prescription and Programming) from a program requirement option to a program requirement. Also, change this course from 3 credits (3 lecture) to 4 credits (3 lecture and 1 lab). This course was previously a focus area requirement (Wellness focus). The Kinesiology faculty agreed that this course is essential course to all Kinesiology program majors. That is, it satisfies a significant content component in most, if not all, kinesiology/exercise science programs. The content area is Exercise Testing and Prescription. This content area is also a significant portion of professional organization certifications and job responsibilities in kinesiology/exercise science. This content area requires a significant amount of hands-on experiences that are not possible in a 3-credit (no lab) course. It requires 1 credit of lab in order to provide students with the knowledge, skills, and abilities needed.*
- *Require student to complete new course, KNPE 466: Professional Preparation in Kinesiology. Through peer institution comparisons, review of professional organization certification requirements, and Kinesiology program student exit surveys, the Kinesiology faculty were able to determine that a 3-credit course specifically focusing on professional preparation, development, certification, and job skills was necessary. Although related topics are included in many of the current program requirements, none are able to go into much depth. Requiring a course like this would help better prepare students to be successful in the job market and/or prepare for graduate school. Several other peer institution programs either have a course similar to this in their curriculum.*

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- *Eliminate 3 focus areas (Wellness, Performance, and Sport Management) and replace with Choose 3 of the following 4 courses: 461 (Physical Activity & Wellness), 462 (Clinical Exercise Physiology), 471 (High Performance Training), 438 (Sport & Fitness Management Strategies). Since our department now offers a Sport Management major, it made sense to remove this option from the Kinesiology program. Also, feedback from current and former Kinesiology majors informed us that students want the flexibility to take the courses that interest them more and/or are needed to help them achieve their career goals. The current focus area structure forces students to take prescribed courses, preventing them from choices that may satisfy their needs. We believe that our proposed choices can better provide students with the options they want without sacrificing the education and training needed for professional certification and employment.*
- *Combine KNPE 470 (High Performance – 4 credits) and 472 (Periodization – 3 credits) into one new course, KNPE 471 (High Performance Training – 4 credits). No other peer institution programs require this many credits in this content area. Reducing the course requirements would not jeopardize our status as an Education Recognition Program (ERP) with the National Strength and Conditioning Association (NSCA). It was the consensus of the Kinesiology faculty that the current requirement of 10 credit hours (3 courses) in resistance training coursework is excessive and some of those credits could be used to better serve our students in other content areas (e.g., Motor Learning).*
- *Eliminate the BIOS 311 (Functional Human Anatomy – 4 credits) program requirement option. All Kinesiology majors will have to complete BIOS 357 (Human Anatomy & Physiology – 5 credits), currently the alternative program requirement option. The main reason for this change is to help students get the physiology content knowledge needed to be successful in KNPE 452: Exercise Physiology, an essential course in our program curriculum. Peer institution program comparisons revealed that all other programs require at least one semester of Anatomy & Physiology (and in some cases, 2 semesters).*

**Special and Early Education**

Course Revision 2019-2020 Undergraduate Catalog

**CEDU19.20.06.09**

[LINK](#)

SESE 423 - Observation and Assessment in Early Childhood Special Education

Recommended practices and strategies for conducting formal and informal assessment of young children including physical, communication, early academic and academic, adaptive, and social-emotional development as well as assessment of center/classroom-based settings and natural environments. Includes data analysis and data-based decision making.

**Prerequisites & Notes**

PRQ: SESE 240 or consent of department. CRQ: Enrollment in SEEC 282 or a clinical course with children at the appropriate age level.

Credits: 3

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*RATIONALE: This change will clarify for candidates who transfer from community colleges that their prior coursework may be acceptable for enrollment in SESE 423 without taking SESE 240. SEED has articulation agreements with many community colleges for SESE 240, so candidates only need consent of department to enroll in SESE 423. This change allows candidates to progress through the program in a timely fashion. Candidates in this methods course complete assignments in the context of their clinical placement making the CRQ necessary.*

Course Revision 2019-2020 Undergraduate Catalog

**CEDU19.20.06.10**

LINK

SESE 426 - Working with and Supporting Families of Young Children with Disabilities and Special Needs

Strategies to promote positive and productive family/ professional relationships and family-centered practices for working with and supporting families of young children with disabilities and special needs (birth to eight years). **PRQ: SESE 240 or consent of department.**

Credits: 3

*RATIONALE: This change corrects the catalog to include the prerequisite course for SESE 426. Foundational information from SESE 240 is needed for success in SESE 426. Candidates who have completed an equivalent course at a community college may have this requirement waived with consent of department.*

## **Kinesiology and Physical Education**

Course Revision 2019-2020 Undergraduate Catalog

**CEDU19.20.08.05**

**Course Designator & Number:** KNPE 494

**Page Listing:** Online Undergraduate Catalog; 2019-2020 Undergraduate Catalog [LINK](#)

### **DESCRIPTION:**

[LINK](#)

Internship experience for students in B.S. degree program in kinesiology. May be repeated to a maximum of 6 semester hours. S/U grading.

### Prerequisites & Notes

PRQ: Minimum overall 2.50 GPA, grade of C or better in **all required KNPE course work** KNPE 314, KNPE 445, KNPE 452, and KNPE 463, First Aid and CPR certifications, and consent of department.

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*RATIONALE: To be consistent with our program description in the catalog, which states the same. Also, our program faculty believe that students should have the foundational knowledge obtained from our coursework before they begin their internship and are assigned tasks that require such knowledge. Being more prepared for their internship will provide for a better experience. This is also common policy/procedure with other similar programs at peer institutions.*

**Special and Early Education**

Course Revision 2019-2020 Undergraduate Catalog

**CEDU19.20.08.14**

[LINK](#)

**SEEC 485A - Student Teaching in Preschool-Kindergarten**

Student teaching for one-half semester or one entire semester in early childhood programs for children 3 years through 5 years of age. Assignments to be arranged with the department. S/U grading. See “Educator Licensure Requirements.”

**Prerequisites & Notes**

PRQ: SEEC 382, and a grade of C or better in all **required** ~~pre-professional~~ courses.

Credits: 6-12

*RATIONALE: This corrects the catalog language to indicate that all required courses must be passed with a C or better as mandated by the State of Illinois.*

Course Revision 2019-2020 Undergraduate Catalog

**CEDU19.20.08.15**

[LINK](#)

**SEEC 485B - Student Teaching in Primary**

Student teaching for one-half semester or one entire semester in classrooms where children age 5 through 8 are enrolled. Assignments to be arranged with the department. S/U grading. See “Educator Licensure Requirements.”

**Prerequisites & Notes**

PRQ: SEEC 382, and a grade of C or better in all **required** ~~pre-professional~~ courses.

Credits: 6-12

*RATIONALE: This corrects the catalog language to indicate that all required courses must be passed with a C or better as mandated by the State of Illinois.*

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Other Catalog Change: [LINK](#) (Page 71) 2019-2020 Undergraduate Catalog [CEET19.20.09.01](#)

ADVISEMENT AND REGISTRATION: COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY, ENGINEERING BUILDING 334 [130](#)

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 230 with a C or better or Technology students who have not passed 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.

All students in the College of Engineering and Engineering Technology are advised in the Central Advising Office for the first two years or until a minimum of 60 credit hours have been earned, and their math milestone is met.

All transfer students will be advised in the Central Advising Office for their first semester or until their math milestone is met.

Students majoring in Electrical, Biomedical, Industrial and Systems, Mechanical, or Mechatronics Engineering who have passed MATH 230 with a C or better and have earned a minimum of 60 credit hours are advised in the department of their intended or declared major. Students majoring in Engineering Technology who have passed MATH 155 with a C or better and have earned 60 credit hours will be advised in the department of their intended or declared major.

Students whose advisement needs cannot be met by the Central Advising Office will be referred to the department chair/faculty advisor. Students are encouraged to meet with their department major upon completion of math milestone.

*Rationale: Clarity on advising model, correcting TECH math milestone*

## COLLEGE OF HEALTH AND HUMAN SCIENCES

### School of Family and Consumer Sciences

Course Revision [LINK](#), 2019-20 Undergraduate Catalog [CHHS19.20.03.03](#)

HDFS 437. PARENT-CHILD INTERACTION FROM BIRTH TO 8 YEARS (3). Parent-child interactions [throughout the lifespan](#) in the home and in institutions (e.g., early childhood care and educational settings in public and private schools, community service agencies, hospitals, and parent-child centers). Survey of theory, research, and professional early childhood practice [related to parent-child interactions in diverse contexts](#) regarding parent-child interaction, and parent education and involvement. PRQ: HDFS 284; and one of the following: HDFS 230 or HDFS 280 or EPS 304 or PSCYC [225](#) or PSYC 324.

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**RATIONALE:**

The course is not limited to child intervention birth to 8 years, rather covers parent-child intervention birth through the entire life span.

HDFS 284 is no longer required as a prerequisite because HDFS 230 or HDFS 280 or EPS 304 or PSYC 225 or PSYC 324 will adequately prepare students for success in this course.

Correcting misspelling of PSYC 225.

Other Catalog Change      2019-20, [LINK](#) Undergraduate Catalog      **CHHS19.20.03.04**

**Emphasis 1. Family and Individual Development**

↓

**Requirements in School (39)**

↓

Four of the following (12)

↓

HDFS 437 - Parent-Child Interaction ~~From Birth to 8 Years~~ (3)

↓

**Emphasis 3. Child Development**

↓

**Requirements in School (60)**

↓

**Parent/Infant Specialist (9)**

↓

HDFS 437 - Parent-Child Interaction ~~From Birth to 8 Years~~ (3)

↓

**Major in Hospitality and Tourism Management (B.S.)**

↓

**Minor in Family and Child Studies (21)**

↓

Two of the following, including at least one upper-division course (6)

↓

HDFS 437 - Parent-Child Interaction ~~From Birth to 8 Years~~ (3)

↓

**Certificates of Undergraduate Study**

↓

**Infant Toddler Credential Certificate – Level 5 (12)**

↓

**Core Courses (12)**

↓

HDFS 437 - Parent-Child Interaction ~~From Birth to 8 Years~~ (3)

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**RATIONALE:**

The change here reflects the course title change approved in Meeting #3.

Other Catalog Change      [LINK](#), 2019-20 Undergraduate Catalog **CHHS19.20.03.05**

**Family and Consumer Sciences (FACS, FSMD, GERO, HDFS, HOSP)**

↓

**Accelerated B.S./J.D. Program in Human Development and Family Sciences and the College of Law**

**Admission**

The accelerated sequence leads to a Bachelor of Science (B.S.) in Human Development and Family Sciences (HDFS) and the Juris Doctor (J.D.) degree. Students who want to complete this program must identify themselves to the HDFS who will complete the 3+3 program. This program is open to all undergraduates in Family and Individual Development (FID) emphasis in the HDFS program and have completed at least 90 credit hours of undergraduate course work, including all requirements for the HDFS B.S. degree, as well as all general education requirements, with a minimum NIU GPA of 3.25. Students who have met these standards in their B.S. degree in HDFS in the FID emphasis 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 Law School Admission Test and score at or above the 50th percentile of the previous year's matriculating law class.

**Curriculum**

Students must complete all the requirements of FID emphasis in the HDFS B.S. 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.

**RATIONALE:**

The 3+3 program between HDFS and College of Law provides an accelerated pathway for high-achieving FID students. The six-year integrated coursework leads to both an undergraduate B.S. degree in HDFS and a J.D. degree. Consequently, students are able to save one year to achieve both degrees.

Contact with other departments: (if adding required courses from other departments):  
See attachments with letter of support with Associate Dean for Academic Affairs & Professor of Law. Also, see attachment with outline of program of study.

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Other Catalog Change      [LINK](#), 2019-20 Undergraduate Catalog **CHHS19.20.03.06**

**Family and Consumer Sciences (FACS, FSMD, GERO, HDFS, HOSP)**

↓

**Certificates of Undergraduate Study in HDFS**

RATIONALE:

To make the heading of the Certificates of Undergraduate Study more precise to readers.

Revision      [LINK](#), 2019-20 Undergraduate Catalog **CHHS19.20.04.02**

FSMD 152. TEXTILES (3). ~~Study~~ **The properties** of basic textile fibers, yarns, **fabrications**, ~~fabric construction and finishes; their origin, processing, and properties.~~ **Emphasis on textile terminology, selection, and care.** **and their impact on fabric performance.** PRQ or CRQ: CHEM 110 and CHEM 111.

RATIONALE:

The proposed change is a more concise and accurate description about what is covered in the course.

Having PRQ is redundant. It is implied with CRQ.

Other Catalog Change      [LINK](#), 2019-20 Undergraduate Catalog **CHHS19.20.04.05**

**Emphasis 2. Family Social Services**

↓

**Special Requirements**

~~Students must be admitted to the emphasis before enrolling in HDFS 382. Students should apply for admission prior to the second semester of their sophomore year or upon entry to the university to allow for a more timely graduation without delays due to course sequences.~~

RATIONALE:

These special requirements become irrelevant because the admission process has been changed. Students no longer apply for admission because the emphasis has changed to limited retention.

Other Catalog Change      [LINK](#), 2019-20 Undergraduate Catalog **CHHS19.20.04.06**

**Requirements in School (55-57)**



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↓  
Select three of the following (8-9) in consultation with adviser:

- FINA 320 - Principles of Finance (3)**
- HOSP 206 - Culinary Fundamentals (2)
- HOSP 303 - Hospitality Law (3)
- HOSP 315 - Casino and Gaming Management (3)
- HOSP 427 - Catering Operations Practicum (3)
- MKTG 325 - Buyer Behavior (3)
- MKTG 350 - Principles of Selling (3)
- MKTG 425 - Services Marketing (3)
- NUTR 424 - Cultural and National Food Patterns (3)
- \*OMIS 259 - Introduction to Business Information Systems (3)**
- OMIS 338 - Principles of Operations Management (3)

**RATIONALE:**

In order to facilitate hospitality and tourism management students pursuing a minor in Business Administration, OMIS 259 (Introduction to Business Information Systems) and FINA 320 (Principles of Finance) will be added as elective courses to the Hospitality and Tourism Management curriculum. OMIS 259 is now required for Business minors.

**IMPACT STATEMENT:** Dr. Gina Nicolosi from the College of Business, Department of Finance gave affirmation for students to be included in FINA 320 and Dr. Chang Liu from the College of Business, Department of Operations Management and Information Systems provided affirmation for students to be included in OMIS 259.

Other Catalog Change

[LINK](#) 2019-20 Undergraduate Catalog

**CHHS19.20.04.08**

**Major in Public Health (B.S.)**

↓  
**Accelerated B.S./M.P.H. Program in Public Health**

**Admission**

The five-year accelerated program ... B.S./M.P.H. program are:

↓  
Minimum GPA of ~~3.00~~ **3.25**; no GRE required

**RATIONALE:**

The minimum grade point average for admission to the accelerated five-year B.S./M.P.H. is being raised from 3.00 to 3.25 because the accelerated program is highly demanding, even

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more so than the traditional M.P.H. In the first year of the accelerated program, in addition to the 9 graduate credit hours required of traditional MPH students, accelerated students take 3-6 undergraduate credits per semester. This brings the minimum G.P.A. requirement to the same level as other similar accelerated programs in our college.

Other Catalog change     [LINK](#) 2019-20 Undergraduate Catalog **CHHS19.20.06.04**

Emphasis 2. Family Social Services

↓

Special Requirements

↓

A grade of C or better in HDFS 180 is a prerequisite for enrolling in HDFS 382, a grade of C or better in HDFS 382 is a prerequisite for enrollment in HDFS 383. Prerequisites for enrollment in the internship HDFS 491 are an overall GPA of at least 2.240 in NIU course work at the time of application for the internship, completion of HDFS 180, HDFS 382, HDFS 383, and HDFS 481 with a grade of C or better, and consent of the school. Professional liability insurance is provided through a course fee. Application is required in September for internships during the following spring and summer terms. In the semester prior to enrollment in HDFS 491, students are required to attend monthly meetings. Students must complete HDFS 491 with a grade of C or better.

↓

Emphasis 3. Child Development

↓

Special Requirements

↓

- declaration as a major in emphasis 3;
- an overall GPA of at least 2.240 in all NIU course work;

RATIONALE:

To reflect the GPA requirement for retention in the emphases. To make consistent with previous changes in the limited retention major.

**School of Family and Consumer Sciences**

New Course     [LINK](#), 2019-20 Undergraduate Catalog **CHHS19.20.07.02**

CIP: 19.0711

HDFS 330A. LAB EXPERIENCE IN PRINCIPLES OF GUIDING YOUNG CHILDREN (1).  
Designed to accompany HDFS 330. Supervised hands-on practice and observation in skills to promote children's social emotional development. Emphasis on positive guidance principles and techniques in early childhood. S/U grading.

Prerequisites & Notes:

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CRQ: HDFS 330.  
Credits: 1

**RATIONALE:**

This course places students in the Child Development and Family Center while taking HDFS 330. Field experience is an integral part of HDFS 330 and is designed to give students guided and supervised opportunities to practice positive guidance techniques learned when interacting with children. It also provides personal and professional growth opportunities in the development of skills, knowledge and dispositions necessary for prospective early childhood professionals

**NON-DUPLICATION:** Dr. Greg Conderman in the College of Education, Department of Special Education, was consulted regarding this course and has indicated there is no significant duplication with any of their current course offerings.

New Course     [LINK](#), 2019-20 Undergraduate Catalog **CHHS19.20.07.03**

CIP: 19.0711

**HDFS 332A. LAB EXPERIENCE IN INCLUSIVE PROGRAM PLANNING FOR CHILDREN 3-8 YEARS OF AGE AND THEIR PARENTS.** (1) Designed to accompany HDFS 332. Supervised hands-on practice on designing, implementing, and assessing activity plans with diverse children ages 3-8 years and their parents. S/U grading.

**Prerequisites & Notes:**  
CRQ: HDFS 332.  
Credits: 1

**RATIONALE:**

This course places students in the Child Development and Family Center while taking HDFS 332. Field experience is an integral part of HDFS 332 and is designed to give students guided and supervised opportunities to /develop skills in planning and implementing lessons/activities when interact with children and their parents. It also provides personal and professional growth opportunities in the development of skills, knowledge and dispositions necessary for prospective early childhood professionals.

**NON-DUPLICATION:** Dr. Greg Conderman in the College of Education, Department of Special Education, was consulted regarding this course and has indicated there is no significant duplication with any of their current course offerings.

New Course     [LINK](#), 2019-20 Undergraduate Catalog **CHHS19.20.07.04**

CIP: 19.0711

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**HDFS 441. INFANT AND CHILD MENTAL HEALTH AND RESILIENCY (3).** Examination of risk and protective factors that influence the social and emotional development of infants and young children. Emphasis on the importance of secure early relationships in building resiliency in young children and families.

**Prerequisites & Notes:**  
HDFS 230 or PSYC 324 or EPS 304  
Credits: 3

**RATIONALE:**

Early mental health problems shape development because they disrupt typical patterns of brain development and impair cognitive and social skills. Because mental health has such a crucial impact on the developmental outcomes of children, it is necessary to study the foundations of infant and child mental health. Infant mental health can be thought of as the optimal social and emotional development of infants as supported within the context of the family during the first three years of life.

**NON-DUPLICATION:** Amanda Durik in the College of Liberal Arts and Sciences, Department of Psychology, was consulted regarding this course and has indicated there is no significant duplication with any of their current course offerings.

New Course      [LINK](#), 2019-20 **Undergraduate Catalog** **CHHS19.20.07.05**

CIP: 19.0711

**HDFS 494. PRACTICUM IN ADMINISTRATION OF QUALITY PROGRAMS FOR YOUNG CHILDREN (5-6)**

Supervised on-campus practicum in the administration of programs for children up to 6 years of age. Explore administrative issues relating to leadership in early childhood profession, including legal and fiscal management, human resource development, program operations and facilities management, leadership and advocacy, and family partnership.

**Prerequisites & Notes:**  
HDFS 434 and HDFS 490 with a grade of C or better.  
Credits: 5-6

**RATIONALE:**

The purpose of this course is to: (1) reflect the new credentialing requirements outlined by the Gateways to Opportunity Illinois Professional Development System, including completion of 300 hours of a supervised administrative practicum; (2) provide practical experience to students interested in pursuing administration of child development programs. This course will allow us to provide an entitled route to the Gateways to Opportunity Illinois Director Credential.

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NON-DUPLICATION: Dr. Carolyn Plum in the College of Education, Department of Leadership, Educational Psychology and Foundations, was consulted regarding this course and has indicated there is no significant duplication with any of their current course offerings.

**School of Health Studies**

New Course 2019-20 Undergraduate Catalog **CHHS19.20.08.02**

CIP: 51.1005

AHLS 335. MEDICAL DIAGNOSTIC MYCOLOGY AND PARASITOLOGY (2). Theory and application of general principles and laboratory techniques for the identification of pathogenic fungi and parasites in the clinical laboratory. Clinical specimens will be used in the laboratory.  
RATIONALE:

A new course is being created, combining parasitology and mycology, which were formerly part of separate courses (AHLS 471 and AHLS 336, respectively). Offering this new course allows our degree completion students to get parasitology content, which they were previously missing, because they aren't required to take AHLS 471. This change improves knowledge across the curriculum in order for students to be successful in clinical rotations and the profession.

This course will meet 1 hour and 40 minutes each week, meeting the contact hour minimum requirement. This course is taught in a classroom designated for the Medical Laboratory Sciences Department, and it allows students to participate in lab and lecture sessions. Both lab and lecture sessions meet for 1 hour and 40 minutes.

NON-DUPLICATION: Dr. Barrie Bode, of the College of Liberal Arts and Sciences, Department of Biological Sciences was consulted regarding this course and has indicated there is no significant duplication with any of their current course offerings.

New Course 2019-20 Undergraduate Catalog **CHHS19.20.08.05**

CIP: 51.1005

AHLS 450. LABORATORY MANAGEMENT PRINCIPLES AND PROCESSES (3). Presentation of the skills needed by laboratory professionals to take on management and supervisory roles. Principles used by laboratory managers on issues related to communication, personnel, financial and regulatory compliance for a diverse healthcare workforce covered. Includes an introduction to management principles and related topics in human resources, finances, and laboratory operations.

RATIONALE:

This course is required to meet accreditation standards for NAACLS, the accrediting body for

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Medical Laboratory Science (MLS). This is a writing infused course and is being revised to include criteria to qualify for a human diversity course. Many students are admitted to the limited admission MLS program as transfer students and need to complete a human diversity course. The MLS curriculum is designed with didactic, laboratory and practicum courses that cover the content required and this laboratory management course is taken the last semester online so that students can share their practical experiences. Because of the rigor and level of assignments and topics covered, the number of credit hours is being changed from 1 credit to 3 credits.

NON-DUPLICATION: Barrie Bode, Chair in the College of Liberal Arts and Sciences, Department of Biological Sciences and Sarah Marsh, Chair in the College of Business, Department of Management were consulted regarding this course and have indicated there is no significant duplication with any of their current course offerings.

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

**All University Sections**

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.03.01**

**Writing Infused Courses**

↓

- SOCI 492 - Comparative Criminology Credits: 3
- SOCI 495 - ~~Proseminar~~ **Special Topics** in Sociology **or Criminology** Credits: 3
  - A. Sociology**
  - B. Criminology**
- TECH 434 - Human Factors in Industrial Accident Prevention Credits: 3

↓

Rationale: Revision of course title for SOCI 495 and addition of A and B.

**GEC** Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.03.02**

**General Education Requirements**

↓

**Knowledge Domain Course Descriptions**

↓

**Nature and Technology Course Descriptions**

- ANTH 103 - The Great Apes Credits: 3

↓

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- ELE 100 - Elements of Electronics Credits: 3
- ENGL 261X - Language, Mind, and Thought Credits: 3
- ENV5 210 - Introduction to Sustainable Food Systems Credits: 3
  - ↓
- GEOL 304 - Diamonds, Gems, and Other Precious Stones Laboratory Credit: 1
- ~~HIST 323 - History of Science to Newton Credits: 3~~
- HIST 377 - American Environmental History Credits: 3  
HIST 377 also fulfills the Human Diversity Requirement.
- ILAS 261 - Language, Mind, and Thought Credits: 3
  - ↓
- TECH 294 - Technology and Cultural Relevance Credits: 3

Society and Culture Course Descriptions



**Pathways**



**Learning**



**Select one of the following Nature and Technology courses:**

- ENGL 261X - Language, Mind and Thought Credits: 3
- ETR 450 - Data Analysis for Design and Evaluation Credits: 3
- ETT 234 - Learning with Technology Credits: 3
- ~~HIST 323 - History of Science to Newton Credits: 3~~
- ILAS 261 - Language, Mind, and Thought Credits: 3
- PSYC 345 - Cognitive Psychology Credits: 3

**Select one of the following Society and Culture course:**



Rationale: Addition of the crosslisting for ILAS 261/ENGL 261X. Deletion of HIST 323.

**College of Liberal Arts and Sciences**

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.03.03**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

ILAS 261. LANGUAGE, MIND, AND THOUGHT (3). **Crosslisted as ENGL 261X.**  
Functioning of the human mind ... .. intelligence, culture, and models of cognition.

Rationale: Addition of crosslisting statement for ENGL 261X.

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Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.03.04**

**Minor in Cognitive Studies (18-19)**

↓

**Requirements (18-19)**

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

**Core Course (3)**

- ILAS 261 - Language, Mind, and Thought Credits: 3  
Available for general education credit.  
This is a nature and technology general education course for the Learning Pathway.
  - **OR ENGL 261X - Language, Mind, and Thought Credits: 3**  
Available for general education credit.  
This is a nature and technology general education course for the Learning Pathway.

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

- ANTH 230 - Introduction to Linguistic Anthropology Credits: 3
  - ↓
- ENGL 432 - Topics in General Linguistics Credits: 3  
When topic is appropriate, with approval of coordinator.
- ENGL 433 - ~~Discourse Analysis~~ **Meaning** Credits: 3
- ENGL 497 - Directed Study Credits: 1-3  
When topic is appropriate, with approval of coordinator.

Rationale: Addition of the crosslisting for ILAS 261/ENGL 261X. Revision to the title of ENGL 433.

Notification: The coordinators for the Minor in Cognitive Studies were notified of these change via email on October 18, 2019.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.03.05**

**Minor in LGBTQ+ Studies**

↓

**Three of the following (9)**

↓

- SOCI 450 - Social Inequality Credits: 3  
SOCI 450 is a writing infused course.
- SOCI 495 - ~~Proseminar~~ **Special Topics** in Sociology **and Criminology** Credits: 3  
**A. Sociology**



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**B. Criminology**

May be counted toward the minor when topic is appropriate.  
SOCI 495 **A and B** are ~~is a~~ writing infused courses.

Rationale: Revision to the title of SOCI 495, and addition of A and B.

Notification: The coordinator for the Minor in LGBTQ+ Studies was notified of these changes via email on October 18, 2019.

Other Catalog Change                      2019-20 Undergraduate Catalog [LINK](#)    **CLAS19.20.03.06**

**Minor in Linguistics (18-19)**

↓

**Requirements (18-19)**

↓

**Additional Courses (9-15)**

- ANTH 331 - Language and Culture Credits: 3  
ANTH 331 is a writing infused course.
- ANTH 435 - Space in Language and Culture Credits: 3  
~~ANTH 435 is crosslisted with GEOG 435X.~~
  - **OR GEOG 435X - Space in Language and Culture Credits: 3**
- ↓
- ENGL 432 - Topics in General Linguistics Credits: 3
- ENGL 433 - Discourse Analysis **Meaning** Credits: 3
- ~~• ENGL 434X - Language and Gender Credits: 3  
ENGL 434X is crosslisted with WGSS 434.  
ENGL 434X fulfills the Human Diversity Requirement.~~
- FLAL 483 - Applied Linguistics and the Romance Languages Credits: 3  
FLAL 483 is a writing infused course.
- ↓
- FLTH 103 - Beginning Thai Credits: 5
- ~~• GEOG 435X - Space in Language and Culture Credits: 3  
GEOG 435X is crosslisted with ANTH 435.~~
- ILAS 261 - Language, Mind, and Thought Credits: 3  
Available for general education credit.  
This is a nature and technology general education course for the Learning Pathway.
  - **OR ENGL 261X - Language, Mind, and Thought Credits: 3**  
**Available for general education credit.**  
**This is a nature and technology general education course for the Learning Pathway.**
- PHIL 205 - Symbolic Logic Credits: 3  
Available for general education credit.
- ↓

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- WGSS 434 - Language and Gender Credits: 3  
~~WGSS 434 is crosslisted with ENGL 434X.~~  
WGSS 434 also fulfills the Human Diversity Requirement.
  - **OR ENGL 434X - Language and Gender Credits: 3**  
**ENGL 434X fulfills the Human Diversity Requirement.**

Rationale: Addition of the crosslisting for ILAS 261/ENGL 261X. Revision to the title of ENGL 433. Placing the current crosslisted courses in line with their parent course.

Notification: The coordinator for the Minor in Linguistics was notified of these changes via email on October 18, 2019.

Other Catalog Change                      2019-20 Undergraduate Catalog [LINK](#)    **CLAS19.20.03.07**

**Concentration in Medieval Studies**

↓

**Requirements (21)**

↓

**Five of the following from at least three departments (15)**

- ARTH 310 - Studies in Ancient and Middle-Eastern Art Credits: 3 H. Islamic Art  
ARTH 310 is a writing infused course.
  - ↓
- HIST 319 - The Early Islamic World Credits: 3
- ~~HIST 323 - History of Science to Newton Credits: 3~~  
~~Available for general education credit.~~  
~~This is a nature and technology general education course for the Learning Pathway.~~
- HIST 407 - Medieval Women Credits: 3
  - ↓

Rationale: Deletion of HIST 323.

Notification: The coordinators for the Concentration in Medieval Studies were notified of this change via email on October 18, 2019.

**Department of Anthropology**

Other Catalog Change                      2019-20 Undergraduate Catalog [LINK](#)    **CLAS19.20.03.08**

**Anthropology (B.A. or B.S.)**

↓

**Requirements in Department (36-37)**

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↓  
**Four additional courses, all selected from one of the four emphasis areas. (12)**

↓  
**(C) Language, Culture, and Mind**

- ANTH 331 - Language and Culture Credits: 3

↓

- ANTH 468 - Anthropology of Gender Credits: 3

- ~~• ILAS 261 - Language, Mind, and Thought Credits: 3~~

~~Available for general education credit.~~

~~This is a nature and technology general education course for the Learning Pathway.~~

↓

- ANTH 498 - Independent Study in Anthropology Credits: 1-6

With approval from the department adviser.

- **ILAS 261 - Language, Mind, and Thought Credits: 3**

**Available for general education credit.**

**This is a nature and technology general education course for the Learning Pathway.**

- **OR ENGL 261X - Language, Mind, and Thought Credits: 3**

**Available for general education credit.**

**This is a nature and technology general education course for the Learning Pathway.**

**(D) General Anthropology**

- ANTH 301 - American Culture Credits: 3

↓

- ANTH 498 - Independent Study in Anthropology Credits: 1-6

With approval from the department adviser.

- ILAS 261 - Language, Mind, and Thought Credits: 3

Available for general education credit.

This is a nature and technology general education course for the Learning Pathway.

- **OR ENGL 261X - Language, Mind, and Thought Credits: 3**

**Available for general education credit.**

**This is a nature and technology general education course for the Learning Pathway.**

↓

Rationale: Addition of the crosslisting for ILAS 261/ENGL 261X. Correcting the listing “C. Language, Culture, and Mind” to make it alphabetical order by department.

Notification: The Department of Anthropology was notified of this change via email on October 18, 2019.

**Department of English**

New Course

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**CLAS19.20.03.09**

Display courses for this department.

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CIS: 24.0103

261X. LANGUAGE, MIND, AND THOUGHT (3). *Crosslisted with ILAS 261.* Functioning of the human mind from the perspectives of anthropology, computer science, linguistics, neuroscience, philosophy, and psychology. Interdisciplinary consideration of perception, language, reasoning, artificial intelligence, culture, and models of cognition.

Rationale: This is a proposed crosslisting with the existing ILAS 261 course. We would like to include it as an ENGL linguistics option for our majors and minors. The inclusion will allow students to fulfill the major linguistics course requirement and help boost interest and enrollment in interdisciplinary Cognitive Studies Program, per recommendations in Program Prioritization. Student can also use this course to fulfill a GenEd Nature and Technology Knowledge Domain requirement.

Non-Duplication: None. ILAS 261 is an existing course, and this is a crosslisting.

**GEC** Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.03.10**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

204. RHETORIC AND COMPOSITION, ACCELERATED RESEARCHED WRITING IN THE DOMAINS (3). Concentrated rhetorical approach ... PRQ: Placement only through ~~F~~Foundational ~~s~~Studies ~~w~~Writing examination, ~~or~~ a score of 30 or higher on the ACT ~~e~~Combined English/Writing Test exam, or a score of 660 or higher on the SAT Evidence-Based Reading and Writing exam.

Rationale: Since more and more students are coming to us with SAT rather than ACT scores, we need to add language to the catalog to reflect the cutoff for SAT scores for placement into ENGL 204, as we do for ACT scores.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.03.11**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

433. ~~DISCOURSE ANALYSIS~~ **MEANING** (3). Survey of approaches to the study of ~~language above the level of the sentence. Structural and functional analysis of a variety of oral and written genres, such as oral narrative and conversation, literary texts, and written expository prose~~ meaning in human language. Semantics of words and sentences, analysis of extended discourse, pragmatics of utterances in context, and philosophical approaches to meaning in language.

Rationale: Matches more closely the course as it has been recently taught. Semantics and pragmatics are core areas of linguistics, and no other undergraduate class currently covers them. This is the logical class in which to do so, given that it allows pragmatics and discourse to be covered together along with other areas of linguistic meaning. In short, it fills a gap in the

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current curriculum while constituting a coherent set of topics.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.03.12**

### English Course List

#### Writing Courses



#### Language and Linguistics Courses

- ENGL 207 - Fundamentals of English Grammar Credits: 3
  - ENGL 261X - Language, Mind, and Thought Credits: 3
  - ENGL 318 - Exploring Human Language Credits: 3
- ↓
- ENGL 432 - Topics in General Linguistics Credits: 3
  - ENGL 433 - ~~Discourse Analysis~~ Meaning Credits: 3
  - ENGL 434X - Language and Gender Credits: 3



Rationale: Addition of ENGL 261X to the Language and Linguistics Courses in the English Course List. Revision to the title of ENGL 433.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.03.13**

### English (ENGL)

The Department of English offers a major leading to the choice of a B.A. or B.S. 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.~~ The English major enables students with a love of literature, rhetoric, language, and writing to advance their analytical, research, and communicative skills. The major readies students for a competitive job market in a global economy. English majors may choose one of three tracks: Studies in Literature, Language, and Film; Secondary Licensure in English Language Arts; or Studies in Writing. Advisers will help students plan their curricula according to students' professional interests.

~~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~~

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~~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 internship opportunities in professional writing and editing, 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 coordinator of internships.~~

In the English B.A., knowledge of a foreign language prepares students for advanced studies, careers in translation, and intercultural business communication. The English B.A. also prepares future teachers to interact with English language learners and their families.

In the English B.S., students can combine their knowledge of science, technology, engineering, and math with the kinds of excellent reading, writing, and speaking skills that employers value most highly.

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 ... 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 ... The department also participates in offering interdisciplinary minors with Black Studies; Classical Studies; Latin American Studies; and Women, Gender, and Sexuality Studies.

A concentration in Medieval Studies exploring the historical, cultural, and literary roots and early languages of present-day Britain and Europe the era is available.

The department ... Several English courses can be used by non-majors toward fulfilling the humanities and the arts area requirement in the university's general education program. A maximum of two approved general education courses in the student's major department may be used to fulfill general education requirements. (A course with an affiliated laboratory course shall be counted as a single course.)

### Department Requirements

All students graduating with a BA or BS degree in English will complete a comprehensive core of coursework in the following areas:

- Introduction to Literary Study
- English Grammar
- Analytical Writing
- Literature to 1660

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- Literature 1660-1900
- Literature 1900-present
- Diverse Literatures

The GPA in the English major ... .... 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 ... .... Failing the GEE necessitates that a student successfully complete ENGL 207.

English Faculty



Rationale: The proposed changes reflect many concerns of the English Undergraduate Studies Committee and the English professorial faculty. Fundamental to changes are the department’s vision for meeting student learning outcomes and for reflecting changes in the field. We also found it essential to ensure a core curriculum for ALL undergraduates, irrespective of which of three tracks they follow. The revisions allow for more options within any area of study and afford Track 2 and Track 3 students the chance to take at least one elective course. More specifically: 1) Introductory text allowing students to use two courses in their major to fulfill general education requirements is made explicit; 2) Introductory text includes a listing of the core ENGL curriculum areas.

Other Catalog Change

2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.03.14**

**English (B.A. or B.S.)**



**Track 1. English Studies in Literature, Language, and Film**

~~The English major enables students with a love of literature, rhetoric, and writing to advance their analytical, research, and communicative skills. The major readies students for a competitive job market in a global economy.~~

~~In the English B.A., knowledge of a foreign language prepares students for advanced studies, careers in translation, and intercultural business communication. The English B.A. also prepares future teachers to interact with English language learners and their families.~~

~~In the English B.S., students can combine their knowledge of science, technology, engineering, and math with the kinds of excellent reading, writing, and speaking skills that employers value most highly.~~

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Studies in Literature, Language, and Film traces the development of British, American, and world culture and thought, from the earliest years to the most recent. Students focusing on Track 1 will also have opportunity for study in the analysis of language and of film. 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.

**Requirements in Department (39)**

- ENGL 200 - Literary Study: Research and Criticism Credits: 3
- ENGL 207 - Fundamentals of English Grammar Credits: 3

**One of the following Analytical Writing courses (3)**

- ENGL 300A - Advanced Essay Comparison Credits: 3 A. General
- ENGL 300B - Advanced Essay Comparison Credits: 3 B. Pre-Law
- ENGL 300C - Advanced Essay Composition Credits: 3 C. Licensure in Teaching  
ENGL 300A, B, and C are writing infused courses.
- ENGL 304 - Writing About the Arts Credits: 3  
ENGL 304 is a writing infused course.
- ENGL 305 - Principles of Writing Literary Criticism Credits: 3  
ENGL 305 is a writing infused course.
- ENGL 308 - Technical Writing Credits: 3  
ENGL 308 is a writing infused course.

**Group 1— One of the following Linguistics courses (3)**

- ENGL 261X - Language, Mind, and Thought Credits: 3  
Available for general education credit.  
This is a nature and technology general education course for the Learning Pathway.
  - OR ILAS 261 - Language, Mind, and Thought Credits: 3  
Available for general education credit.  
This is a nature and technology general education course for the Learning Pathway.
- ENGL 318 - Exploring Human Language Credits: 3  
ENGL 318 is a writing infused course.  
This is a society and culture general education course for the Global Connections Pathway.  
↓
- ENGL 432 - Topics in General Linguistics Credits: 3
- ENGL 433 - Discourse Analysis Meaning Credits: 3
- ENGL 434X - Language and Gender Credits: 3  
ENGL 434X fulfills the Human Diversity Requirement.

**Group 2— One Two of the following Literature to 1660 courses (3 6)**

- ~~ENGL 330 - American Literature to 1830 Credits: 3~~



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~~ENGL 330 is a writing infused course.~~

- ~~• ENGL 331 – American Literature: 1830-1860 Credits: 3~~

~~ENGL 331 is a writing infused course.~~

- ~~• ENGL 332 – American Literature: 1860-1910 Credits: 3~~

~~ENGL 332 is a writing infused course.~~

- ~~• ENGL 375 – The American Novel Credits: 3~~

~~ENGL 375 is a writing infused course.~~

- ENGL 337 - Western Literature: Classical and Medieval Credits: 3

ENGL 337 is a writing infused course.

- ENGL 340 - The Bible as Literature Credits: 3

Available for general education credit.

- ENGL 405 - Early English Literature Credits: 3

ENGL 405 is a writing infused course.

- ENGL 406 - Chaucer Credits: 3

ENGL 406 is a writing infused course.

- ENGL 407 - Shakespeare Credits: 3

ENGL 407 is a writing infused course.

- ENGL 408 - The English Renaissance: 1500-1603 Credits: 3

ENGL 408 is a writing infused course.

- ENGL 409 - Milton Credits: 3

ENGL 409 is a writing infused course.

- ENGL 410 - 17<sup>th</sup> Century English Literature: 1603-1660 Credits: 3

ENGL 410 is a writing infused course.

- ENGL 420 - Arthurian Literature Credits: 3

ENGL 420 is a writing infused course.

~~Group 3~~ ~~One~~ ~~Two~~ of the following Literature 1660-1900 courses (3 6)

- ~~• ENGL 333 – American Literature: 1910-1960 Credits: 3~~

~~ENGL 333 is a writing infused course.~~

- ~~• ENGL 334 – American Literature: 1960-Present Credits: 3~~

~~ENGL 334 is a writing infused course.~~

- ~~• ENGL 374 – The American Short Story Credits: 3~~

~~ENGL 374 is a writing infused course.~~

- ~~• ENGL 376 – American Drama Since 1900 Credits: 3~~

~~ENGL 376 is a writing infused course.~~

- ~~• ENGL 377 – American Poetry Since 1900 Credits: 3~~

~~ENGL 377 is a writing infused course.~~

- ~~• ENGL 381 – American Ethnic Literature Credits: 3~~

~~ENGL 381 is a writing infused course.~~

~~ENGL 381 fulfills the Human Diversity Requirement.~~

- ENGL 330 - American Literature to 1830 Credits: 3

ENGL 330 is a writing infused course.

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- ENGL 331 - American Literature: 1830-1860 Credits: 3  
ENGL 331 is a writing infused course.
- ENGL 332 - American Literature: 1860-1910 Credits: 3  
ENGL 332 is a writing infused course.
- ENGL 338 - Western Literature: Renaissance to 1900 Credits: 3
- ENGL 412 - Restoration and 18<sup>th</sup> Century English Literature Credits: 3  
ENGL 412 is a writing infused course.
- ENGL 413 - The Romantic Period Credits: 3
- ENGL 414 - The Victorian Age Credits: 3  
ENGL 414 is a writing infused course.
- ENGL 470 - The English Novel to 1900 Credits: 3
- ENGL 470 is writing infused course.

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

~~Group 4~~ – One of the following Literature since 1900 courses (3)

- ~~• ENGL 405 - Early English Literature Credits: 3  
ENGL 405 is a writing infused course.~~
- ~~• ENGL 406 - Chaucer Credits: 3  
ENGL 406 is a writing infused course.~~
- ~~• ENGL 420 - Arthurian Literature Credits: 3  
ENGL 420 is a writing infused course.~~
- ENGL 333 - American Literature: 1910-1960 Credits: 3  
ENGL 333 is a writing infused course.
- ENGL 334 - American Literature: 1960-Present Credits: 3  
ENGL 334 is a writing infused course.
- ENGL 339 - Recent Western Literature Credits: 3
- ENGL 363 - Literature and Film Credits: 3
- ENGL 376 - American Drama Since 1900 Credits: 3  
ENGL 376 is a writing infused course.
- ENGL 377 - American Poetry Since 1900 Credits: 3  
ENGL 377 is a writing infused course.
- ENGL 471 - The English Novel Since 1900 Credits: 3  
ENGL 471 is a writing infused course.
- ENGL 475 - British Poetry Since 1900 Credits: 3  
ENGL 475 is a writing infused course.
- ENGL 476 - British Drama Since 1900 Credits: 3  
ENGL 476 is a writing infused course.

~~Group 5~~ – One of the following Diverse Literatures courses (3)

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- ~~ENGL 407 – Shakespeare Credits: 3~~  
~~ENGL 407 is a writing infused course.~~
- ~~ENGL 408 – The English Renaissance: 1500-1603 Credits: 3~~  
~~ENGL 408 is a writing infused course.~~
- ~~ENGL 409 – Milton Credits: 3~~  
~~ENGL 409 is a writing infused course.~~
- ~~ENGL 410 – 17th Century English Literature: 1603-1660 Credits: 3~~  
~~ENGL 410 is a writing infused course.~~
- ENGL 335 - Non-Western and Third-World Literature Credits: 3  
ENGL 335 is a writing infused course.  
ENGL 335 fulfills the Human Diversity Requirement.
- ENGL 381 - American Ethnic Literature Credits: 3  
ENGL 381 is a writing infused course.  
ENGL 381 fulfills the Human Diversity Requirement.
- ENGL 382 - Women Writers: The Tradition in English Credits: 3
- ENGL 383 - Gay and Lesbian Literature Credits: 3
- ENGL 474 - The International Short Story Credits: 3  
ENGL 474 is a writing infused course.
- ENGL 477 - Postcolonial and New Literatures in English Credits: 3  
ENGL 477 fulfills the Human Diversity Requirement.

~~Group 6 – One of the following (3)~~

- ~~ENGL 412 – Restoration and 18th Century English Literature Credits: 3~~  
~~ENGL 412 is writing infused course.~~
- ~~ENGL 413 – The Romantic Period Credits: 3~~
- ~~ENGL 414 – The Victorian Age Credits: 3~~  
~~ENGL 414 is a writing infused course.~~
- ~~ENGL 470 – The English Novel to 1900 Credits: 3~~  
~~ENGL 470 is a writing infused course.~~

~~Group 7 – One of the following (3)~~

- ~~ENGL 471 – The English Novel Since 1900 Credits: 3~~  
~~ENGL 471 is a writing infused course.~~
- ~~ENGL 475 – British Poetry Since 1900 Credits: 3~~  
~~ENGL 475 is a writing infused course.~~
- ~~ENGL 476 – British Drama Since 1900 Credits: 3~~  
~~ENGL 476 is a writing infused course.~~
- ~~ENGL 477 – Postcolonial and New Literatures in English Credits: 3~~  
~~ENGL 477 fulfills the Human Diversity Requirement.~~

~~Three~~ **One** additional **English** courses at the 300-400 level **in literature, language, or film** (3)

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**Two additional English courses at the 300-400 level (6)**

~~NOTE: Students in Track 1: English Studies in Literature are strongly encouraged to take at least one elective from the world literature courses listed below:~~

- ~~● ENGL 310 – Ideals and ideas in World Literature Credits: 3  
ENGL 310 is a writing infused course.~~
- ~~● ENGL 335 – Non-Western and Third World Literature Credits: 3  
ENGL 335 is a writing infused course.~~
- ~~● ENGL 337 – Western Literature: Classical and Medieval Credits: 3  
ENGL 337 is a writing infused course.~~
- ~~● ENGL 338 – Western Literature: Renaissance to 1900 Credits: 3  
ENGL 339 – Recent Western Literature Credits: 3~~
- ~~● ENGL 340 – The Bible as Literature Credits: 3  
Available for general education credit.~~
- ~~● ENGL 474 – The International Short Story Credits: 3  
ENGL 474 is a writing infused course.~~
- ~~● ENGL 477 – Postcolonial and New Literatures in English Credits: 3  
ENGL 477 fulfills the Human Diversity Requirement~~
- ~~● ENGL 489 – European Novel Credits: 3~~

**Requirements outside Department (B.A., 0-12; B.S., 12-17)**

**For the B.A. Degree**

Fulfillment of B.A. foreign language requirement (0-12)

See “Foreign Language Requirement for the B.A. Degree” in the Other Graduation Requirements section of this catalog.

**Requirements outside Department (10-15)**

**For the B.S. Degree**

Fulfillment of B.S. II laboratory science/mathematical/computational skills sequence (12-17)

(See “College Requirement for the B.S. Degree” in the Other Graduation Requirements section of this catalog.)

**Total Hours for a Major in English, Track 1: 39-51 (B.A.); 49-54 51-56 (B.S.)**

Rationale: The proposed changes reflect many concerns of the English Undergraduate Studies Committee and the English professorial faculty. Fundamental to changes are the department’s vision for meeting student learning outcomes and for reflecting changes in the field. We also found it essential to ensure a core curriculum for ALL undergraduates, irrespective of which of three tracks they follow. The revisions allow for more options within any area of study and afford Track 2 and Track 3 students the chance to take at least one elective course. More specifically:

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1. Introductory text allowing students to use two courses in their major to fulfill general education requirements is made explicit.
2. Introductory text includes a listing of the core ENGL curriculum areas.
3. Track 1 has been renamed to more accurately reflect the complete program of study available.
4. Department requirements are now organized around the common fundamental core of courses (21 hours) in each track. Students will be cognizant of the intentional groupings with the inclusion of headings reflecting the core rather than the previously vague “Group 1...” headings.
5. Introductory text has been revised to be specific to the tracks and/or has been moved to the general introduction to the department.
6. Changes in State of Illinois requirements for teacher licensure are reflected in explanatory text and in specifying ENGL 404A and 480A.
7. In all three tracks, language referring to the B.A. foreign language and the B.S. course work requirements has been regularized.
8. Total credit hour requirements have been corrected and/or revised to comply with the new B.S. sequence.

Other Catalog Change

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**CLAS19.20.03.15**

**English (B.A. or B.S.)**

↓

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

Studies leading to Secondary Licensure in English Language Arts prepares students to teach grades 9-12. Students interested in teaching English Language Arts in grades 5-8 should consult an advisor in the Department of Curriculum and Instruction. Students from other subject areas may choose to fulfill the requirements for educator licensure in English Language Arts as an additional endorsement.

Candidates for Secondary Licensure in English Language Arts (grades 9-12) must complete a minimum of 40 hours in English, pass all tests required by the State of Illinois, plus successful completion of and complete a clinical sequence and student teaching (typically 12 hours).

English majors who seek licensure ... .. should consult the coordinator of educator licensure in English as early as possible.

**Admission Requirements**

↓

Completion of at least 9 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.~~

**Required overall NIU English GPA is 3.00.**

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Written application and satisfactory interview with the program coordinator.

Retention

↓

Requirements in Department (~~47~~ 40-52)

↓

- ENGL 200 - Literary Study: Research and Criticism Credits: 3
- ↓
- ~~• ENGL 310 - Ideas and Ideals in World Literature Credits: 3~~  
Available for general education credit.  
ENGL 310 is a writing infused course.
- ENGL 322 - Language in American Society Credits: 3  
ENGL 322 is a writing infused course.
- ENGL 337 - Western Literature: Classical and Medieval Credits: 3
- ENGL 404 - Theory and Research in Written Composition Credits: 3  
A. English Language Arts  
ENGL 404 is a writing infused course.
- ↓
- ENGL 480 - Materials and Methods of Teaching English Language Arts Credits: 3  
A. At the Secondary Level  
ENGL 480 is a writing infused course.
- ↓
- ENGL 485 - Student Teaching in Secondary English Language Arts Credits: 7-12  
ENGL 485 is a writing infused course.

~~Group 1~~ – One of the following Literature 1660-1900 courses (3)

- ENGL 330 - American Literature to 1830 Credits: 3  
ENGL 330 is a writing infused course.
- ↓
- ENGL 332 - American Literature: 1860-1910 Credits: 3  
ENGL 332 is a writing infused course.
- ENGL 338 - Western Literature: Renaissance to 1900 Credits: 3
- ~~• ENGL 375 - The American Novel Credits: 3~~  
ENGL 375 is a writing infused course.
- ENGL 412 - Restoration and 18<sup>th</sup> Century English Literature Credits: 3  
ENGL 412 is a writing infused course.
- ENGL 413 - The Romantic Period Credits: 3
- ENGL 414 - The Victorian Age Credits: 3  
ENGL 414 is a writing infused course.
- ENGL 470 - The English Novel to 1900 Credits: 3  
ENGL 470 is a writing infused course.

~~Group 2~~ – One of the following Literature Since 1900 courses (3)

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- ENGL 333 - American Literature: 1910-1960 Credits: 3  
ENGL 333 is a writing infused course.
  - ENGL 334 - American Literature: 1960-Present Credits: 3  
ENGL 334 is a writing infused course.
  - ENGL 339 - Recent Western Literature Credits: 3
  - ENGL 363 - Literature and Film Credits: 3  
ENGL 363 is a writing infused course.
  - ~~ENGL 374 - The American Short Story Credits: 3  
ENGL 374 is a writing infused course.~~
  - ENGL 376 - American Drama Since 1900 Credits: 3  
ENGL 376 is a writing infused course.
  - ENGL 377 - American Poetry Since 1900 Credits: 3  
ENGL 377 is a writing infused course.
  - ~~ENGL 381 - American Ethnic Literature Credits: 3  
ENGL 381 is a writing infused course.  
ENGL 381 fulfills the Human Diversity Requirement.~~
  - ENGL 471 - The English Novel Since 1900 Credits: 3  
ENGL 471 is a writing infused course.
  - ENGL 475 - British Poetry Since 1900 Credits: 3  
ENGL 475 is a writing infused course.
  - ENGL 476 - British Drama Since 1900 Credits: 3  
ENGL 476 is a writing infused course.
- Group 3 – One of the following Diverse Literatures courses (3)**
- ~~ENGL 405 - Early English Literature Credits: 3  
ENGL 405 is a writing infused course.~~
  - ~~ENGL 406 - Chaucer Credits: 3  
ENGL 406 is a writing infused course.~~
  - ~~ENGL 408 - The English Renaissance: 1500-1603 Credits: 3  
ENGL 408 is a writing infused course.~~
  - ~~ENGL 409 - Milton Credits: 3  
ENGL 409 is a writing infused course.~~
  - ~~ENGL 410 - 17th Century English Literature: 1603-1660 Credits: 3  
ENGL 410 is a writing infused course.~~
  - ~~ENGL 412 - Restoration and 18th Century English Literature Credits: 3  
ENGL 412 is a writing infused course.~~
  - ~~ENGL 420 - Arthurian Literature Credits: 3~~
  - ENGL 335 - Non-Western and Third-World Literature Credits: 3  
ENGL 335 is a writing infused course.  
ENGL 335 fulfills the Human Diversity Requirement.
  - ENGL 381 - American Ethnic Literature Credits: 3  
ENGL 381 is a writing infused course.

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ENGL 381 fulfills the Human Diversity Requirement.

- ENGL 382 - Women Writers: The Tradition in English Credits: 3
- ENGL 383 - Gay and Lesbian Literature Credits: 3
- ENGL 474 - The International Short Story Credits: 3

ENGL 474 is a writing infused course.

- ENGL 477 - Postcolonial and New Literatures in English Credits: 3

ENGL 477 fulfills the Human Diversity Requirement.

~~Group 4 – One of the following (3)~~

- ~~• ENGL 413 – The Romantic Period Credits: 3~~
- ~~• ENGL 414 – The Victorian Age Credits: 4~~  
~~ENGL 414 is a writing infused course.~~
- ~~• ENGL 470 – The English Novel to 1900 Credits: 3~~  
~~ENGL 470 is a writing infused course.~~
- ~~• ENGL 471 – The English Novel Since 1900 Credits: 3~~  
~~ENGL 471 is a writing infused course.~~
- ~~• ENGL 475 – British Poetry Since 1900 Credits: 3~~  
~~ENGL 475 is a writing infused course.~~
- ~~• ENGL 476 – British Drama Since 1900 Credits: 3~~  
~~ENGL 476 is a writing infused course.~~
- ~~• ENGL 477 – Postcolonial and New Literatures in English Credits: 3~~  
~~ENGL 477 fulfills the Human Diversity Requirement.~~

One additional course in ENGL at the 300-400 level (3)

Requirements outside Department (~~9-21~~ B.A., 0-12; B.S., 12-17)

*For the B.A. Degree*

Fulfillment of B.A. foreign language requirement (0-12)

See “Foreign Language Requirement for the B.A. Degree” in the Other Graduation Requirements section of this catalog.

~~Requirements outside Department (10-15)~~

*For the B.S. Degree*

Fulfillment of B.S. Laboratory science/mathematical/computational skills sequence (12-17)

(See “College Requirement for the B.S. Degree”) in the Other Graduation Requirements section of this catalog.

Additional Requirements

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- ILAS 201 - Introductory Clinical Experience Credits: 1  
(must be taken concurrently with ENGL 404)
- ILAS 301 - Second Clinical Experience Credits: 1



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- (must be taken concurrently with ENGL 479)
- ENGL 482 - Clinical Experience in English Language Arts Credits: 1-2  
See above. (Must be taken concurrently with ENGL 480.)  
Students must take 1 credit hour in this course.

**Also Required**

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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)~~

~~The ISBE specifies that candidates earn a C or better in each course required for educator licensure. The ISBE 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 200 Literary Study: Research and Criticism Credits: 3~~
- ~~• ENGL 207 Fundamentals of English Grammar Credits: 3~~
- ~~• ENGL 300 Advanced Essay Composition Credits: 3 C. License in Teaching  
ENGL 300 is a writing infused course.~~
- ~~• ENGL 310 Ideas and Ideals in World Literature Credits: 3  
Available for general education credit.  
ENGL 310 is a writing infused course.~~
- ~~• ENGL 315 Readings in Shakespeare Credits: 3  
Available for general education credit.  
ENGL 315 is a writing infused course.  
This is a creativity and critical analysis general education course for the Origins and Influences Pathway.  
○ OR ENGL 407 Shakespeare Credits: 3  
ENGL 407 is a writing infused course.~~

~~One of the following in American literature (3)~~

- ~~• ENGL 330 American Literature to 1830 Credits: 3  
ENGL 330 is a writing infused course.  
○ OR ENGL 331 American Literature: 1830-1860 Credits: 3  
ENGL 331 is a writing infused course.  
○ OR ENGL 332 American Literature: 1860-1920 Credits: 3  
ENGL 332 is a writing infused course.  
○ OR ENGL 333 American Literature: 1910-1960 Credits: 3  
ENGL 333 is a writing infused course.~~
- ~~• ENGL 404 Theory and Research in Written Composition Credits: 3  
ENGL 404 is a writing infused course.~~
- ~~• ENGL 479 Theory and Research in Literature for English Language Arts Credits: 3~~

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~~ENGL 470 is a writing infused course.~~

~~• ENGL 480 – Methods and Materials of Teaching English Language Arts Credits: 3~~

~~ENGL 480 is a writing infused course.~~

**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 and pass the Illinois examination for licensure in English Language Arts content.

This additional endorsement will also satisfy the requirement for an English minor. The candidate must apply to the coordinator of educator licensure in English to declare the English minor. It is strongly recommended that students pursuing this endorsement follow this program of study.

- ENGL 200 - Literary Study: Research and Criticism Credits: 3
- ↓
- ENGL 479 - Theory and Research in Literature for English Language Arts Credits: 3  
ENGL 479 is a writing infused course.

**Total hours for a Major in English, Track 2: ~~56~~ 40-52 (B.A.); ~~57-68~~ 52-57 (B.S.)**

Rationale: The proposed changes reflect many concerns of the English Undergraduate Studies Committee and the English professorial faculty. Fundamental to changes are the department's vision for meeting student learning outcomes and for reflecting changes in the field. We also found it essential to ensure a core curriculum for ALL undergraduates, irrespective of which of three tracks they follow. The revisions allow for more options within any area of study and afford Track 2 and Track 3 students the chance to take at least one elective course. More specifically:

1. Introductory text allowing students to use two courses in their major to fulfill general education requirements is made explicit.
2. Introductory text includes a listing of the core ENGL curriculum areas.
3. Department requirements are now organized around the common fundamental core of courses (21 hours) in each track. Students will be cognizant of the intentional groupings with the inclusion of headings reflecting the core rather than the previously vague "Group 1..." headings.
4. Introductory text has been revised to be specific to the tracks and/or has been moved to the general introduction to the department.
5. Changes in State of Illinois requirements for teacher licensure are reflected in explanatory text and in specifying ENGL 404A and 480A.
6. In all three tracks, language referring to the B.A. foreign language and the B.S. course work requirements has been regularized.
7. Total credit hour requirements have been corrected and/or revised to comply with the new B.S. sequence.
8. Including the Middle School Licensure section implies that the Department of English offers the Middle Grades Endorsement. While our courses are included as part of this endorsement, it is

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administered through the Department of Curriculum and Instruction. This section should be deleted since information to this effect is provided above in the proposed introductory paragraph to this track.

Other Catalog Change

2019-20 Undergraduate Catalog [LINK](#)

CLAS19.20.03.16

**English (B.A. or B.S.)**

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**Track 3. English Studies in Writing**

~~Students majoring in Studies in Writing offers courses in creative writing as well as professional and technical writing. Students will ground their writing in a substantive understanding of language analysis, literary analysis, literary history, critical thinking, and the major literary genres. Students are encouraged to should balance technical writing and creative writing classes to assemble a portfolio that demonstrates to prospective employers their fullest range of writing practices. Students serious about a writing career should also consult with advisers about internships opportunities in professional writing and editing on campus or with local businesses, companies, and organizations. Students will ground their writing in a substantive understanding of language analysis, literary analysis, literary history, critical thinking, and the major literary genres. Students may also earn the certificate of undergraduate study in Creative Writing.~~

~~Students should consult with the English department adviser about selecting courses outside the department.~~

~~If the required 30 credit hours in English are satisfied, additional course work in writing may include the following:~~

- ~~● COMS 300 Speech Writing Credits: 3~~
- ~~● COMS 355 Media Writing Credits: 3~~  
~~COMS 355 is a writing infused course.~~
- ~~● COMS 466 Narrative Scriptwriting Credits: 3~~  
~~COMS 466 is a writing infused course.~~
- ~~● JOUR 301 Article Writing Credits: 3~~  
~~JOUR 301 is a writing infused course.~~
- ~~● JOUR 302 News Reporting Credits: 3~~
- ~~● JOUR 401 Editorial and Opinion Writing Credits: 3~~  
~~JOUR 401 is a writing infused course.~~
- ~~● THEA 481 Playwriting I Credits: 3~~
- ~~● THEA 482 Playwriting Studio Credits: 3~~  
~~THEA 482 is a writing infused course.~~

Requirements in Department (~~42~~ 39)

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ENGL 200 - Literary Study: Research and Criticism Credits: 3  
ENGL 207 - Fundamentals of English Grammar Credits: 3  
~~ENGL 300 - Advanced Essay Composition Credits: 3 A. General~~  
~~OR ENGL 300 - Advanced Essay Composition Credits: 3 B. Pre Law~~  
~~OR ENGL 300 - Advanced Essay Composition Credits: 3 C. Licensure in Teaching~~  
~~ENGL 300A, B, and C are writing infused courses.~~  
~~ENGL 407 - Shakespeare Credits: 3~~  
~~ENGL 407 is a writing infused course.~~

**One of the following Analytical Writing courses (3)**

- ENGL 300A - Advanced Essay Composition Credits: 3 A. General
- ENGL 300B - Advanced Essay Composition Credits: 3 B. Pre-Law
- ENGL 300C - Advanced Essay Composition Credits: 3 C. Licensure in Teaching  
ENGL 300 A, B, and C are writing infused courses.
- ENGL 304 - Writing About the Arts Credits: 3  
ENGL 304 is a writing infused course.
- ENGL 305 - Principles of Writing Literary Criticism Credits: 3  
ENGL 305 is a writing infused course.
- ENGL 308 - Technical Writing Credits: 3  
ENGL 308 is a writing infused course.

**Group 1 - Two Four of the following Writing courses (6 12)**

- ENGL 300 - Advanced Essay Composition Credits: 3 A. General
- ENGL 300 - Advanced Essay Composition Credits: 3 B. Pre-Law
- ENGL 300 - Advanced Essay Composition Credits: 3 C. Licensure in Teaching  
ENGL 300A, B, and C are writing infused courses.
- ENGL 301 - Writing Poetry I Credits: 3  
↓
- ENGL 350 - Writing Across the Curriculum Credits: 3  
ENGL 350 is a writing infused course.
- ENGL 398 - Topics in the Practice and Theory of Composition (Credits: 3-6)
- ENGL 401 - Writing Poetry II Credits: 3  
ENGL 401 is a writing infused course.
- ENGL 402 - Writing Fiction II Credits: 3  
ENGL 402 is a writing infused course.
- ENGL 403 - Technical Editing Credits: 3  
ENGL 403 is a writing infused course.
- ENGL 424 - Topics in Technical Writing Credits: 1-3  
Students must enroll in this course for 3 semester hours.  
ENGL 424 is a writing infused course.
- ENGL 426 - Digital Writing Credits: 3  
ENGL 426 is a writing infused course.

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- ENGL 493 - Writing Creative Nonfiction II Credits: 3  
ENGL 493 is a writing infused course.
- ENGL 496 - Internship in Writing, Editing, or Training Credits: 3-6  
Students must enroll in this course for 3 semester hours.

~~Group 2 – Two of the following (6)~~

- ~~• ENGL 401 – Writing Poetry II Credits: 3  
ENGL 401 is a writing infused course.~~
- ~~• ENGL 402 – Writing Fiction II Credits: 3  
ENGL 402 is a writing infused course.~~
- ~~• ENGL 403 – Technical Editing Credits: 3  
ENGL 403 is a writing infused course.~~
- ~~• ENGL 424 – Topics in Technical Writing Credits: 1-3  
Students must enroll in this course for 3 semester hours.  
ENGL 424 is a writing infused course.~~
- ~~• ENGL 426 – Digital Writing Credits: 3  
ENGL 426 is a writing infused course.~~
- ~~• ENGL 493 – Writing Creative Nonfiction II Credits: 3  
ENGL 493 is a writing infused course.~~
- ~~• ENGL 496 – Internship in Writing, Editing, or Training Credits: 3-6  
Students must enroll in this course for 3 semester hours.~~

~~Group 3 – One of the following Literature to 1660 courses (3)~~

- ~~• ENGL 318 – Exploring Human Language Credits: 3  
ENGL 318 is a writing infused course.  
This is a society and culture general education course for the Global Connections Pathway.~~
- ~~• ENGL 320 – History of the English Language Credits: 3  
ENGL 320 is a writing infused course.~~
- ~~• ENGL 321 – Structure of Modern English Credits: 3~~
- ~~• ENGL 322 – Language in American Society Credits: 3  
ENGL 322 is a writing infused course.~~
- ENGL 337 - Western Literature: Classical and Medieval Credits: 3  
ENGL 337 is a writing infused course.
- ENGL 340 - The Bible as Literature Credits: 3  
Available for general education credit.
- ENGL 405 - Early English Literature Credits: 3  
ENGL 405 is a writing infused course.
- ENGL 406 - Chaucer Credits: 3  
ENGL 406 is a writing infused course.
- ENGL 407 - Shakespeare Credits: 3  
ENGL 407 is a writing infused course.

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- ENGL 408 - The English Renaissance: 1500-1603 Credits: 3  
ENGL 408 is a writing infused course.
- ENGL 409 - Milton Credits: 3  
ENGL 409 is a writing infused course.
- ENGL 410 - 17th Century English Literature: 1603-1660 Credits: 3  
ENGL 410 is a writing infused course.
- ENGL 420 - Arthurian Literature Credits: 3  
ENGL 420 is a writing infused course.
- ~~ENGL 432 - Topics in General Linguistics Credits: 3~~
- ~~ENGL 433 - Discourse Analysis Credits: 3~~
- ~~ENGL 434X - Language and Gender Credits: 3~~  
ENGL 434X fulfills the Human Diversity Requirement.

~~Group 4~~ - One of the following in ~~Contemporary~~ Literature 1660-1900 courses (3)

- ~~ENGL 300 - Popular Genres Credits: 3~~
- ENGL 330 - American Literature to 1830 Credits: 3  
ENGL 330 is a writing infused course.
- ENGL 331 - American Literature: 1830-1860 Credits: 3  
ENGL 331 is a writing infused course.
- ENGL 332 - American Literature: 1860-1910 Credits: 3  
ENGL 332 is a writing infused course.
- ~~ENGL 333 - American Literature: 1910-1960 Credits: 3~~  
~~ENGL 333 is a writing infused course.~~
- ~~ENGL 334 - American Literature: 1960-Present Credits: 3~~  
~~ENGL 334 is a writing infused course.~~
- ENGL 338 - Western Literature: Renaissance to 1900 Credits: 3
- ~~ENGL 374 - The American Short Story Credits: 3~~  
~~ENGL 374 is a writing infused course.~~
- ~~ENGL 382 - Women Writers: The Tradition in English Credits: 3~~
- ~~ENGL 383 - Gay and Lesbian Literature Credits: 3~~
- ~~ENGL 384 - Literary Nonfiction Credits: 3~~  
~~ENGL 384 is a writing infused course.~~
- ENGL 412 - Restoration and 18<sup>th</sup> Century English Literature Credits: 3  
ENGL 412 is a writing infused course.
- ENGL 413 - The Romantic Period Credits: 3
- ENGL 414 - The Victorian Age Credits: 3  
ENGL 414 is a writing infused course.
- ENGL 470 - The English Novel to 1900 Credits: 3  
ENGL 470 is a writing infused course.
- ~~ENGL 471 - The English Novel Since 1900 Credits: 3~~
- ~~ENGL 474 - The International Short Story Credits: 3~~

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~~ENGL 474 is a writing infused course.~~

- ~~● ENGL 477 - Postcolonial and New Literatures in English Credits: 3~~
- ~~ENGL 477 also fulfills the Human Diversity Requirement.~~

~~Group 5~~ – One of the following in ~~Drama~~ Literature since 1900 courses (3)

- ~~● ENGL 307 - Drama and Conflict Credits: 3~~
- ENGL 333 - American Literature: 1910-1960 Credits: 3  
ENGL 333 is a writing infused course.
- ENGL 334 - American Literature: 1960-Present Credits: 3  
ENGL 334 is a writing infused course.
- ENGL 339 - Recent Western Literature Credits: 3
- ENGL 363 - Literature and Film Credits: 3  
ENGL 363 is a writing infused course.
- ENGL 376 - American Drama since 1900 Credits: 3  
ENGL 376 is a writing infused course.
- ENGL 377 - American Poetry Since 1900 Credits: 3  
ENGL 377 is a writing infused course.
- ~~● ENGL 407 - Shakespeare Credits: 3~~
- ~~ENGL 407 is a writing infused course.~~
- ENGL 471 - The English Novel Since 1900 Credits: 3  
ENGL 471 is a writing infused course.
- ENGL 475 - British Poetry Since 1900 Credits: 3  
ENGL 475 is a writing infused course.
- ENGL 476 - British Drama since 1900 Credits: 3  
ENGL 476 is a writing infused course.

~~Group 6~~ – One of the following in ~~Poetry~~ Diverse Literatures courses (3)

- ~~● ENGL 311 - Transformative Poetry Credits: 3~~
- ENGL 335 - Non-Western and Third-World Literature Credits: 3  
ENGL 335 is a writing infused course.  
ENGL 335 fulfills the Human Diversity Requirement.
- ~~● ENGL 377 - American Poetry since 1900 Credits: 3~~
- ~~ENGL 377 is a writing infused course.~~
- ENGL 381 - American Ethnic Literature Credits: 3  
ENGL 381 is a writing infused course.  
ENGL 381 fulfills the Human Diversity Requirement.
- ENGL 382 - Women Writers: The Tradition in English Credits: 3
- ENGL 383 - Gay and Lesbian Literature Credits: 3
- ~~● ENGL 405 - Early English Literature Credits: 3~~
- ~~ENGL 405 is a writing infused course.~~
- ~~● ENGL 406 - Chaucer Credits: 3~~

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- ~~ENGL 406 is a writing infused course.~~
- ~~● ENGL 409 – Milton Credits: 3~~
- ~~ENGL 409 is a writing infused course.~~
- ENGL 474 - The International Short Story Credits: 3
- ENGL 474 is a writing infused course.
- ~~● ENGL 475 – British Poetry since 1900 Credits: 3~~
- ~~ENGL 475 is a writing infused course.~~
- ENGL 477 - Postcolonial and New Literatures in English Credits: 3
- ENGL 477 fulfills the Human Diversity Requirement.

~~Group 7 – One of the following in British Historical Literature (3)~~

- ~~● ENGL 405 – Early English Literature Credits: 3~~
- ~~ENGL 405 is a writing infused course.~~
- ~~● ENGL 408 – The English Renaissance: 1500-1603 Credits: 3~~
- ~~ENGL 408 is a writing infused course.~~
- ~~● ENGL 410 – 17th Century English Literature: 1603-1660 Credits: 3~~
- ~~ENGL 410 is a writing infused course.~~
- ~~● ENGL 412 – Restoration and 18th Century English Literature Credits: 3~~
- ~~ENGL 412 is a writing infused course.~~
- ~~● ENGL 413 – The Romantic Period Credits: 3~~
- ~~ENGL 413 is a writing infused course.~~
- ~~● ENGL 414 – The Victorian Age Credits: 3~~
- ~~ENGL 414 is a writing infused course.~~
- ~~● ENGL 420 – Arthurian Literature Credits: 3~~
- ~~ENGL 420 is a writing infused course.~~
- ~~● ENGL 470 – The English Novel to 1900 Credits: 3~~
- ~~ENGL 470 is a writing infused course.~~

~~Group 8 – One of the following in American Historical Literature (3)~~

- ~~● ENGL 330 – American Literature to 1830 Credits: 3~~
- ~~ENGL 330 is a writing infused course.~~
- ~~● ENGL 331 – American Literature: 1830-1860 Credits: 3~~
- ~~ENGL 331 is a writing infused course.~~
- ~~● ENGL 332 – American Literature: 1860-1910 Credits: 3~~
- ~~ENGL 332 is a writing infused course.~~
- ~~● ENGL 381 – American Ethnic Literature Credits: 3 A. Native American Literature~~
- ~~ENGL 381A is a writing infused course.~~
- ~~● ENGL 381B – American Ethnic Literature: Latina/o Literature Credits: 3~~
- ~~ENGL 381B is a writing infused course.~~
- ~~● ENGL 381C – American Ethnic Literature: African American Literature Credits: 3~~
- ~~ENGL 381C is a writing infused course.~~



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- ~~ENGL 381D American Ethnic Literature: Special Topics Credits: 3~~  
~~ENGL 381D is a writing infused course.~~

Two additional courses in ENGL at the 300-400 level (6)

In addition to the required 39 credit hours of ENGL coursework, students in the writing track may be interested in the following writing courses. Students should consult with the English department adviser about selecting courses outside the department.

- COMS 300 - Speech Writing Credits: 3
- COMS 355 - Media Writing Credits: 3  
COMS 355 is a writing infused course.
- COMS 466 - Narrative Scriptwriting Credits: 3  
COMS 466 is a writing infused course.
- JOUR 301 - Article Writing Credits: 3  
JOUR 301 is a writing infused course.
- JOUR 302 - News Reporting Credits: 3
- JOUR 401 - Editorial and Opinion Writing Credits: 3  
JOUR 401 is a writing infused course.
- THEA 481 - Playwriting I Credits: 3
- THEA 482 - Playwriting Studio Credits: 3  
THEA 482 is a writing infused course.

Requirements outside Department (B.A., 0-12; B.S., 12-17)

*For the B.A. Degree*

Fulfillment of B.A. foreign language requirement (0-12)

See “Foreign Language Requirement for the B.A. Degree” in the Other Graduation Requirements section of this catalog.

~~Requirements outside Department (10-15)~~

*For the B.S. Degree*

Fulfillment of B.S. Laboratory science/mathematical/computational skills sequence (12-17)

(See “College Requirement for the B.S. Degree”) in the Other Graduation Requirements section of this catalog.

**Total hours for a Major in English, Track 3: ~~42-54~~ 39-51 (B.A.); ~~52-55~~ 51-56 (B.S.)**

Rationale: The proposed changes reflect many concerns of the English Undergraduate Studies Committee and the English professorial faculty. Fundamental to changes are the department’s vision for meeting student learning outcomes and for reflecting changes in the field. We also found it essential to ensure a core curriculum for ALL undergraduates, irrespective of which of three tracks they follow. The revisions allow for more options within any area of study and afford Track 2 and Track 3 students the chance to take at least one elective course. More specifically:

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1. Introductory text allowing students to use two courses in their major to fulfill general education requirements is made explicit.
2. Introductory text includes a listing of the core ENGL curriculum areas.
3. Department requirements are now organized around the common fundamental core of courses (21 hours) in each track. Students will be cognizant of the intentional groupings with the inclusion of headings reflecting the core rather than the previously vague “Group 1...” headings.
4. Introductory text has been revised to be specific to the tracks and/or has been moved to the general introduction to the department.
5. Changes in State of Illinois requirements for teacher licensure are reflected in explanatory text and in specifying ENGL 404A and 480A.
6. In all three tracks, language referring to the B.A. foreign language and the B.S. course work requirements has been regularized.
7. Total credit hour requirements have been corrected and/or revised to comply with the new B.S. sequence.

Impact Statement: COMS, JOUR, and THEA have been consulted regarding the addition of their courses to the list of options in Track 3. None of the departments identified any negative impact on course availability or enrollment with these changes.

**Environmental Studies**

Other Catalog Change      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.03.17**

**Environmental Studies (B.A. or B.S.)**

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**Emphasis 4. Environmental Policy (30-31)**

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Select at least two of the following humanities courses (6-9)

- ~~HIST 323 - History of Science to Newton Credits: 3~~

~~Available for general education credit.~~

~~This is a nature and technology general education course for the Learning Pathway.~~

- ~~HIST 324 - History of Science Since 1650 Credits: 3~~

- HIST 361 - History of Health and Medicine in the United States Credits: 3

Available for general education credit.

HIST 361 fulfills the Human Diversity Requirement.

This is a nature and technology general education course for the Health and Wellness Pathway.

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Rationale: Deletion of HIST 323 and HIST 324.

Notification: The director for Environmental Studies was notified of these changes via email on October 18, 2019.

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**Department of History**

Course Deletion      2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.03.18**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

323. HISTORY OF SCIENCE TO NEWTON (3). Science in the ancient Near East; Hellenic and Hellenistic science; the Arabs; medieval science; the Copernican revolution; the new physics; and the new biology. PRQ: At least sophomore standing.

Rationale: The History Department is combining course content from the two classes above into one course entitled HIST 323 History of Science. See attached Proposal for new course offering. Combining HIST 323 and HIST 324 in one course means that the course will offer a broad overview, which is more attractive to students and will aid in staffing this popular course. Being able to include the history of modern science after Newton will allow for the discussion of topics and questions closer related to what students are exposed to in other science courses. Also, integrating the latest scientific developments raises ethical, political, and economic questions, which can be discussed in their historical context, and might offer students perspectives not covered in science courses. To combine the content from the two classes requires these course deletions.

Course Deletion      2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.03.19**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

324. HISTORY OF SCIENCE SINCE 1650 (3). Newtonian astronomy, chemistry from Boyle to Mendeleer, the life sciences in 18th and 19th centuries, geology and evolution, physics from the 18th to the early 20th centuries.

Rationale: The History Department is combining course content from the two classes above into one course entitled HIST 323 History of Science. See attached Proposal for new course offering. Combining HIST 323 and HIST 324 in one course means that the course will offer a broad overview, which is more attractive to students and will aid in staffing this popular course. Being able to include the history of modern science after Newton will allow for the discussion of topics and questions closer related to what students are exposed to in other science courses. Also, integrating the latest scientific developments raises ethical, political, and economic questions, which can be discussed in their historical context, and might offer students perspectives not covered in science courses. To combine the content from the two classes requires these course deletions.

The department submitted the new HIST 323 (History of Science) as a new course instead of a revision because they felt the course content differed enough from the old HIST 323 that a revision wasn't an appropriate course of action; the CLAS CCC concurred. The reason they decided to reuse the number 323 is because their available undergraduate course numbers are very limited. This has (unfortunately) been a recurring issue with that department that is historically documented.



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accurate description of the region. The new language eliminates the outdated and Eurocentric term “Old World origins” and replaces it with “early Native North America” to reflect the way historians at universities across the country teach the course.

**UCIEL** Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.03.22**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

359. HISTORY OF ILLINOIS (3). ~~Society, economy, and politics of Illinois from prehistory to the present.~~ Introduction to social studies teaching methods and curriculum materials through the study of selected themes in the history of Illinois. Topics start with Native Americans and the beginning of French exploration and colonization, and end with Illinois in the 21st century. **PRQ: Admission to the history or social science secondary or middle grades educator licensure program and permission from the Department of History’s office of secondary educator licensure.**

Rationale: The use of state and regional history classes as an introduction to secondary education licensure programs is widely recognized as a practice among historians at United States’ universities. HIST 359 will serve as the first methods class in the History and Social Sciences Secondary Educator Licensure program. The course provides Licensure students with both the content knowledge required by Illinois state standards, and with an introduction to lesson planning and curriculum materials that prepare them for advanced clinical experiences and methods courses in the program. The current catalog language only refers to the content material in the class. For several years, HIST 359 has been restricted to licensure students only, and the new catalog language more accurately reflects that. The catalog language and changes to the course title were approved by the History Department Licensure and Undergraduate committees.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.03.23**

**History (B.A. or B.S.)**

↓

**Requirements in Department (40)**

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- HIST 260 - American History to 1865 Credits: 3  
Available for general education credit.  
HIST 260 also fulfills the Human Diversity Requirement.
- HIST 261 - American History since 1865 Credits: 3  
Available for general education credit.  
HIST ~~260~~ **261** also fulfills the Human Diversity Requirement.
- HIST 395 - Historical Methods Credits: 3

↓

Rationale: The HD notation for HIST 261 needs to be corrected.

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Other Catalog Change      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.03.24**

**History (B.A. or B.S.)**

↓

**Requirements in Department (40)**

↓

Group A:

- HIST 300 - The Ancient Near East Credits: 3
- ↓
- HIST 319 - The Early Islamic World Credits: 3
- ~~HIST 323 - History of Science to Newton Credits: 3~~  
Available for general education credit.  
~~This is a nature and technology general education course for the Learning Pathway.~~
- **HIST 323 - History of Science Credits: 3**
- HIST 336 - Russia to 1861 Credits: 3

↓

Group C:

- HIST 312 - France Since 1815 Credits: 3
- HIST 322 - Women in Modern Europe Credits: 3
- HIST 322 also fulfills the Human Diversity Requirement.
- ~~HIST 324 - History of Science Since 1650 Credits: 3~~
- HIST 326 - 19th Century Europe Credits: 3

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Rationale: Deletion of current HIST 323 (History of Science to Newton), and addition of newly approved HIST 323 (History of Science) in Group A. Deletion of HIST 324 from Group C.

**Department of Sociology**

Course Revision      2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.03.25**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

495. ~~PROSEMINAR~~ **SPECIAL TOPICS** IN SOCIOLOGY **OR CRIMINOLOGY** (3).

**A. Sociology**

**B. Criminology**

Selected topics in sociology **or criminology** introduced in response to timely events and/or circumstances or as specialized knowledge in a content area of the discipline. May be repeated to a maximum of 6 semester hours as the topic changes. A culminating experience—integrating theory, methods, and scholarly writing—is required. PRQ: SOCI 300. CRQ: SOCI 301 or SOCI 302; and SOCI 377A or SOCI 377B; or consent of the department.

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Rationale: Students pursuing the Certificate of Undergraduate Study in Criminology will often take a proseminar/special topics course when the topic is appropriate, and creating a Special Topics section specifically designated as Criminology will make it easier to track in MyNIU as fulfilling the certificate requirements.

Other Catalog Change      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.03.26**

**Certificate of Undergraduate Study**

**Criminology (15)**

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**Any three of the following (9)**

↓

- SOCI 492 - Comparative Criminology Credits: 3  
SOCI 492 is a writing infused course.
- SOCI 495 - ~~Proseminar~~ **Special Topics** in Sociology **or Criminology** Credits: 3  
**B. Criminology**  
With approval of department.  
SOCI 495**B** is a writing infused course.

Rationale: Revision to the title of SOCI 495, and addition of A and B. This certificate will just include 495B.

**College of Liberal Arts and Sciences**

Other Catalog Change      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.01**

**Minor in Classical Studies (24)**

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**Three of the following (9)**

- ENGL 307 - Drama and Conflict Credits: 3  
(classical focus)  
↓
- IDSP 291 - Art and Literature in the Ancient World Credits: 3
- PHIL 321 - Ancient **Greek** Philosophy Credits: 3
- POLS 350 - Classical and Medieval Political Theory Credits: 3

Rationale: Revision to the title of PHIL 321.

Notification: The coordinator for the Minor in Classical Studies was notified of this change via email on October 18, 2019.

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Other Catalog Change      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.02**

**Concentration in Medieval Studies**

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**Five of the following from at least three departments (15)**

- ARTH 310 - Studies in Ancient and Middle-Eastern Art Credits: 3 H. Islamic Art  
ARTH 310 is a writing infused course.  
Available for general education credit.  
This is a society and culture general education course for Origins and Influences Pathway.  
↓
- MUHL 321 - History and Literature of Music I Credits: 3
- PHIL 321 - Ancient **Greek** Philosophy Credits: 3
- PHIL 390 - Topics in Philosophy Credits: 3  
For relevant topics only by permission of Medieval Studies Coordinator.

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Rationale: Revision to the title of PHIL 321.

Notification: The coordinators for the Concentration in Medieval Studies were notified of this change via email on October 18, 2019.

**Department of Philosophy**

Course Revision      2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.04.04**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

321. ANCIENT **GREEK** PHILOSOPHY (3). Examination ... .... and the Skeptics.

Rationale: Title change moves toward greater truth in advertising. The term “ancient philosophy” can be, and sometimes is, used to include philosophy, such as that from ancient China, that is not part of the content of PHIL 321. Adding the qualifier “Greek” helps prevent mistaken inferences regarding course content.

Course Revision      2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.04.05**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

322. **EARLY** MODERN PHILOSOPHY (3). Examination ... .... Berkeley, Hume, and Kant.

Rationale: Title change moves toward greater truth in advertising. The term “modern philosophy” seems to imply coverage of all of the philosophy that is “modern,” especially when that title follows and is contrasted with “ancient philosophy.” Specialists in the history of philosophy typically refer to the period



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of European philosophy beginning with Descartes and ending with Kant as “early modern,” while using the term “modern” to include 19th and 20th century philosophy. The title “Early Modern Philosophy” helps prevent the mistaken impression that the course covers more than it does.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.06**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

390. TOPICS IN PHILOSOPHY (3). Study of one major philosophical problem, position, or movement. May be repeated ~~to a maximum of 6 semester hours~~ provided no repetition of ~~subject matter~~ **topic** occurs.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.07**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

410. TOPICS IN METAPHYSICS OR EPISTEMOLOGY (3). Intensive study of a major theory or issue in metaphysics or epistemology. May be repeated, ~~to a maximum of 6 semester hours~~ provided no repetition of ~~subject matter~~ **topic** occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.08**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

420. TOPICS IN THE HISTORY OF PHILOSOPHY (3). May be repeated, ~~to a maximum of 6 semester hours toward any one degree~~ provided no repetition of ~~subject matter~~ **topic** occurs.

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PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.09**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

421. MAJOR PHILOSOPHERS (3). Intensive study of a single figure in the history of philosophy such as Plato, Aristotle, Hume, or Kant. May be repeated, ~~to a maximum of 6 semester hours~~ provided no repetition of ~~subject matter~~ **topic** occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.10**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

430. TOPICS IN ETHICS (3). Intensive study of a major theory, issue, or movement in ethics. May be repeated, ~~to a maximum of 6 semester hours toward any one degree~~ provided no repetition of ~~subject matter~~ **topic** occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can

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take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.11**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

450. TOPICS IN SOCIAL AND POLITICAL PHILOSOPHY (3). Intensive study of a major theory, issue, or movement in social and political philosophy. May be repeated, ~~to a maximum of 6 semester hours~~ provided no repetition of ~~subject matter~~ **topic** occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.12**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

470. TOPICS IN PHILOSOPHY OF RELIGION (3). Detailed analysis of one or more key issues in contemporary analytic philosophy of religion, or in important recent theories of the nature and function of religion. May be repeated, ~~to a maximum of 6 semester hours~~ provided no repetition of ~~subject matter~~ **topic** occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.13**  
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490. TOPICS IN PHILOSOPHY (3). Intensive study of one major philosophical problem or position. May be repeated, ~~to a maximum of 9 semester hours~~ provided no repetition of ~~subject matter~~ **topic** occurs. PRQ: 6 semester hours of philosophy at the 300 level or consent of department.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.14**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

491. DIRECTED READINGS (1-4). Enrollment contingent on a student's proposed course of study and the approval of it by the faculty member selected to supervise the student's reading. May be repeated, ~~to a maximum of 9 semester hours toward any one degree~~ provided no repetition of ~~subject matter~~ **topic** occurs. PRQ: Consent of department.

Rationale: In recent years the number of variable-topics courses requested by faculty, and offered by the department, has increased significantly. For example, in the last three academic years, PHIL 410 has been offered four times, each time on a different topic. Since the structure of requirements for the major already ensures that program graduates will acquire a sufficiently broad background in philosophy, no programmatic or pedagogical interest is served by restricting the number of topics courses students can take, provided that no repetition of topic occurs. For MyNIU coding purposes, the max number of hours should be 15.

Other Catalog Change      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.39**

**Philosophy (B.A. or B.S.)**

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**Requirements in Department (34)**

- PHIL 205 - Symbolic Logic Credits: 3  
Available for general education credit.
- PHIL 301 - Junior Writing Seminar Credits: 3 , with a grade of C or better  
PHIL 301 is a writing infused course.
- PHIL 321 - Ancient **Greek** Philosophy Credits: 3
- PHIL 322 - **Early** Modern Philosophy Credits: 3
- PHIL 495 - Senior Capstone Credits: 1

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PHIL 495 is a writing infused course.



One course from each of the following two fields (6)



Requirements outside Department (B.A., 0-12; B.S., ~~10-15~~ 12-17)

*For the B.A. degree*

Fulfillment of B.A. foreign language requirement (0-12)

See “Foreign Language Requirement for the B.A. Degree” in the Other Graduation Requirements section of this catalog.

*For the B.S. degree*

Laboratory science/mathematical/computational skills sequence (~~10-15~~ 12-17)

(See “College Requirement for the B.S. Degree”)

**Total Hours for a Major in Philosophy: ~~33-45~~ 40-52 (B.A.) or ~~43-48~~ 52-57 (B.S.)**

Rationale: Revisions to the titles of PHIL 321 and PHIL 322. Updates to the B.S. requirements and total hours.

Other Catalog Change      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.40**

### **Philosophy Honors Program**

Admission to the departmental honors program requires the approval of the department chair, and will be available only to juniors or seniors who have a GPA of at least 3.25 in all course work and of 3.~~40~~50 or above in philosophy courses.

Accepted candidates must complete the normal requirements for the philosophy major and an honors thesis under PHIL 491H for ~~2~~ 3-4 semester hours. The senior ... .. and the chair of the department.

Rationale: Any thesis that would meet departmental expectations for a degree with honors, that is sufficiently researched and sufficiently substantial, would require at least a 3-credit hour directed readings course to complete. And the increase in the GPA in the major brings departmental honors in philosophy in line with the requirements for honors in the other humanities departments.

### **Department of World Languages and Cultures**

Course Revision      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.42**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSL 101. BEGINNING AMERICAN SIGN LANGUAGE I (3). Development of receptive and expressive skills in American Sign Language. Emphasis on developing a skills-set in a ASL questions, commands, cultural understanding, non-English syntax system and other simple

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~~sentence structures to prepare for conversational skills communication with deaf and hard of hearing people in activities of daily living. Intended for students with little or no previous knowledge of ASL. Three hours of lecture and one hour of laboratory.~~

Rationale: FLSL transferred from College of Health to College of Liberal Arts and Science in 2015. American Sign Language, and other languages, within the department of World Languages and Cultures do not require laboratory work in addition to lecture hours. Previous description of the courses did not include examples of what will occur in the classroom. The hope of the new descriptions are to bring attention of students to the language and the new minor, Deaf Studies.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.43**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSL 102. BEGINNING AMERICAN SIGN LANGUAGE II (3). Continuation of FLSL 101, ~~with focus on continued development emphasizing the improvement of receptive and expressive American Sign Language communicative skills. Students will continue to train in fingerspelling, vocabulary-building, and grammatical structures as well as different topics in ASL. Three hours of lecture and one hour of laboratory.~~ PRQ: FLSL 101 or consent of department.

Rationale: FLSL transferred from College of Health to College of Liberal Arts and Science in 2015. American Sign Language, and other languages, within the department of World Languages and Cultures do not require laboratory work in addition to lecture hours. Previous description of the courses did not include examples of what will occur in the classroom. The hope of the new descriptions are to bring attention of students to the language and the new minor, Deaf Studies.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.44**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSL 201. INTERMEDIATE AMERICAN SIGN LANGUAGE I (3). Continuation of FLSL 102, ~~with focus emphasis on continued development of receptive and expressive developing fluency in American Sign Language skills. Students will continue to develop their skill set as they go through different topics and activities in ASL. Three hours of lecture and one hour of laboratory.~~ PRQ: FLSP 102 or consent of department.

Rationale: FLSL transferred from College of Health to College of Liberal Arts and Science in 2015. American Sign Language, and other languages, within the department of World Languages and Cultures do not require laboratory work in addition to lecture hours. Previous description of the courses did not include examples of what will occur in the classroom. The hope of the new descriptions are to bring attention of students to the language and the new minor, Deaf Studies.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.45**  
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FLSL 202. INTERMEDIATE AMERICAN SIGN LANGUAGE II (3). Continuation of FLSL 201, with focus ~~emphasis~~ on **continued development** ~~comprehension and production of~~ **receptive and expressive American Sign Language skills** ~~increasingly complex linguistic structures~~. Emphasis on the development of fluent conversational skills utilizing grammatical non-manual signals and markers. Students will **continue to** learn how to narrate, describe, compare, and comment. ~~Taught in ASL (i.e., without voice). Will include expanded discussion of Deaf Culture and its contribution to the arts. Three hours of lecture and one hour of laboratory.~~ PRQ: FLSL 201 or consent of department.

Rationale: FLSL transferred from College of Health to College of Liberal Arts and Science in 2015. American Sign Language, and other languages, within the department of World Languages and Cultures do not require laboratory work in addition to lecture hours. Previous description of the courses did not include examples of what will occur in the classroom. The hope of the new descriptions are to bring attention of students to the language and the new minor, Deaf Studies.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.46**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSL 361. DEAF CULTURE (3). Focus on the history, perspectives in medical, social and cultural-linguistic models, identity, power, folklore, politics, deaf education, Deaf gain, anthropology, and sociology of Deaf culture. Intersectionality within Deaf culture will be ~~also~~ discussed. Taught in American Sign Language **with a voice interpreter. No knowledge of ASL needed.** ~~PRQ: FLSL 201 or consent of the department.~~

Rationale: FLSL transferred from College of Health to College of Liberal Arts and Science in 2015. American Sign Language, and other languages, within the department of World Languages and Cultures do not require laboratory work in addition to lecture hours. Previous description of the courses did not include examples of what will occur in the classroom. The hope of the new descriptions are to bring attention of students to the language and the new minor, Deaf Studies. We are eliminating the PRQ for FLSL 361. The class will be taught with a voice interpreter, so no knowledge of ASL is required. In this way, the class can also be used as a recruitment tool for the minor.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.47**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSP 311. SPOKEN SPANISH IN A CULTURAL CONTEXT (3). Intensive practical training in conversational skills to achieve fluency of expression. PRQ: FLSP 202 ~~and FLSP 211~~, or FLSP 215.

Rationale: The department deleted FLSP 211 last year, so that needs to be removed.

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Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.48**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSP 480. INTRODUCTION TO HISPANIC LINGUISTICS (3). Introduction to core areas of ...  
... PRQ: FLSP 301 **or FLSP 315, FLSP 320**, or consent of department.

Rationale: The department is offering FLSP 315 as a continuation of 215, so heritage speakers will no longer be taking FLSP 301, as heritage speakers will use 315 to address grammar and composition. The content of FLSP 480 also requires some literary analytical ability, so the department would like to add FLSP 320 as a requirement.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.49**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSP 484. ADVANCED TRANSLATION (3). Intensive training in ... PRQ: FLSP ~~302~~ **483 or consent of department**.

Rationale: The department hired a new assistant professor in Spanish translation (Dr. Vilardell), and she has restructured the courses so that FLSP 484 is more integrated with skills taught in 483. Skills that are developed in 483 are now honed in 484. Thus, while FLSP 483 has FLSP 302 as a pre-requisite, students in 484 need to have taken 483 or already have those skills or they will not be successful.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.50**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSP 486. CONTRASTIVE GRAMMATICAL STRUCTURES IN SPANISH AND ENGLISH (3).  
Provides knowledge of ... PRQ: FLSP 301 **or FLSP 315**.

Rationale: The department is offering FLSP 315 as a continuation of 215, so heritage speakers will no longer be taking FLSP 301, as heritage speakers will use 315 to address grammar and composition. We would like to add FLSP 315 as an alternative PRQ.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.04.51**  
2019-20 Online Undergraduate Catalog [LINK](#) (Course Desc)

FLSP 489. CONSECUTIVE INTERPRETATION: THEORY AND PRACTICE (3). Provides practical ... PRQ: FLSP ~~302~~ **483 or FLSP 484**; or consent of department.

Rationale: As mentioned in relation to 484, our new professor of Spanish translation has restructured both 484 and 489. As 489 is about interpretation (as opposed to translation), students will be successful if they have had either 483 or 484. Thus we want to change the pre-requisite.



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Other Catalog Change      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.04.52**

**Minor in World Languages and Cultures**



**Option: Russian Studies (24)**



**Four electives to be chosen from the following; three must be from FLRU (12):**

- FLRU 300 - Special Topics in Russian Language, Literature, Linguistics or Culture  
Credits: 3  
↓
- HIST 435 - Stalinism Credits: 3  
HIST 435 is a writing infused course.  
HIST 435 also fulfills the Human Diversity Requirement.
- **POLS 366 - Politics of Russia and Eurasia Credits: 3**

Rationale: We would like to add it to the list of acceptable electives for the Russian Studies minor.

Impact Statement: POLS was consulted regarding the addition of POLS 366 to the list of electives within the Russian minor. The department has not identified any negative impact on course availability or enrollment with this change.

**Department of Psychology**

New Course      2019-20 Undergraduate Catalog [LINK](#)      **CLAS19.20.05.06**

CIP Code: 42.2710

Display courses for this department.

PSYC 466. DIVERSITY AND THE ADOLESCENT EXPERIENCE (3). Adolescent development across groups that are diverse in regard to culture, disability, ethnicity, gender identity, race, or sexual orientation. Emphasis on autonomy development, identity development, and experiences of discrimination within family, peer, and school contexts. PRQ: At least junior standing and either PSYC 225 or PSYC 324; or consent of department.

Rationale: This course will address an important and often overlooked aspect of adolescent development. The seminar format, with emphasis on discussion, will provide more advanced study for undergraduate students planning to seek careers or graduate study in clinical, developmental, or school psychology, counseling, and social work. Paperwork for course to fulfill NIU Human Diversity requirements will also be submitted. Pending approval as a Human Diversity course, students in psychology and related areas will be able to take the course to fulfill their Human Diversity requirements. Pending approval from the program, the course will be also fulfill Group 2

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requirements for the Certificate of Undergraduate Study in Adolescence. The course is currently PSYC 495: Seminar in Special Topics.

Non-Duplication: The Departments of Family and Consumer Sciences; Leadership, Educational Psychology and Foundations; and Sociology were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.05.07**

**Psychology Honors Program**



**Requirements**

- Completion of the psychology major requirements for the baccalaureate degree.
- **Once admitted to the program, students must maintain the GPA requirements in order to remain in the program.**
- ~~A cumulative GPA of at least 3.20 overall and 3.50 in psychology courses.~~
- Completion of at least 6 of the required 15 semester hours of elective credit at the 300-400 level with honors (of which 3 hours must be PSYC 306, Advanced Research Methods, taken for Honors credit).



Rationale: These changes are intended to clarify ambiguity regarding the point (e.g., admission, graduation) at which students must meet the GPA requirements. The department wants to stipulate that students maintain the GPA requirement throughout.

**Department of Communication**

**GEC** New Course 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.06.02**

CIP: 09.0100

Display courses for this department.

**COMS 310 - Advocacy and Critical Thinking**

Role of critical thinking in appraising truth claims. Exploration of representations of reality in personal, technical, and public spheres of argument. Develops analytical skills for effectively evaluating arguments about reality.

Credits: 3

Rationale: This course develops critical thinking skills, improving students' ability to assess the quality of arguments, while enriching and diversifying offerings available in the COMS curriculum. Within the perspective of the existing curriculum in COMS Emphasis 1, "Advocacy and Public Communication" (formerly "Rhetoric and Public Communication"), COMS 310 aids students in becoming alert critics of information and argument. In addition to supporting the COMS curriculum, the course adds

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productively to the "Creativity and Critical Analysis" General Education Knowledge Domain. Because the class is proposed as an added elective, adequate resources and instructional personnel are available to offer the course.

Non-Duplication: The Departments of Philosophy and Psychology were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

New Course

2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.06.03**

CIP: 09.0909

Display courses for this department.

**COMS 475 - Film Festival Administration**

Introduction to theories of film curation, exhibition, and distribution in the digital age. Course activities include the review, selection, programming, and exhibition of films as well as related event promotion activities.

Credits: 3

Rationale: This course has been successfully run several times as a special topics course. Students from all areas of the department enroll and they have benefitted from the breadth of experiences gained in taking the course.

There are three key facets to this course:

**1. An understanding of contemporary film distribution models.**

Within the past two decades professional film production has transformed from a celluloid based medium to a digitally based medium. What was once based on the physical movement of cumbersome film reels from production houses and processing labs to theatrical distribution centers has been significantly altered to systems of high-speed data transference.

Thanks to changes in technology including faster digital transference architecture, newer high resolution digital cameras and faster lenses, contemporary film distribution is now primarily the movement of data across digital streams making the distribution of independent films and the constitution of audiences ever more challenging. An alternative distribution model includes film festivals which attract newly constituted audiences to curated film screening events. Such events usually also bring filmmakers and other creators to share their experiences regarding the current state of the industry. The attention to distribution outlets included in this course is important for students involved in the media production courses.

**2. An ability to analyze the value of digital media products and produce written reviews.**

This event-centered distribution methodology relies heavily on reviews in various digital publishing sites which can make or break a potentially costly theatrical release. In the process of creating a local festival, students are exposed to films produced by their peers both nationally and internationally.

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They create their own evaluations of the submitted films learning the importance of critical analysis of films. The success of films now hinges on written reviews which circulate across the Internet enhancing or diminishing the marketability of a film. Students in this course learn to compose well-crafted reviews with critiques that reflect their insights regarding a film as well as the sensibility of their intended audience. The critical evaluation skills taught build on other media studies courses in the curriculum.

**3. An understanding of marketing and promotional strategies for an event.**

This course allows media studies students, many of who seek production related positions, to explore the range of possibilities now available for the dissemination of digital media products including on-line festivals and digital distributors. In their review of marketing strategies for an event, students also learn the business of event production while engaging in the creation and use of various forms of promotional materials needed (trailers, posters, social media, press releases, etc.). Thus course activities offer multiple engaged learning opportunities while teaching skills that have application to a broad range of careers.

Non-Duplication: The Department of Management was notified with regard to this course and has indicated there is no significant duplication with any of their current course offerings.

New Course

2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.06.04**

CIP: 09.0900

Display courses for this department.

**JOUR 464 - Content for Emerging Media**

Principles of developing journalism/public relations content for emerging forms of media (i.e., online, social, mobile media; automated programs). Continued development and practical application of journalism/public relations skills (i.e., interviewing, writing, multimedia production) within media work across multiple platforms.

**Prerequisites & Notes**

PRQ: Consent of the instructor.

Credits: 3

Rationale: **1)** Currently, many of journalism's content-creation courses are tied to a specific medium or a specific form of content creation. There is no course that focuses specifically on new and emerging media, such as writing for online or writing for social media. This course will fill that need. The course is called "Creating for Emerging Media" instead of "Writing for Social Media" or some other title that references a particular skill and/or technology because of the fast-pace with which technology changes in media industries. The name was selected and the description drafted to be adaptable to future technologies. **2)** The course has been offered three times (under JOUR 485A/485B) with interest from students and success. **3)** The course prerequisite needs to include consent of the instructor because the course builds on skills and knowledge of other journalism courses; functions as a type of portfolio course; and includes

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the publishing of work on these platforms.

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2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 291 - Methods of Research in Communication**

Research in communication ... .... Course requires a research paper or project.

~~Prerequisites & Notes~~

~~PRQ: Junior standing and COMS 252.~~

Credits: 3

Rationale: For COMS 291, the PRQ information is an error and should be deleted. In the previous catalog, the course was numbered COMS 491 and had a PRQ appropriate for an upper-division course. As renumbered, COMS 291 functions as an alternative to COMS 252 in Emphasis 3 and should have no PRQ.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.06**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 392 - Special Topics in Media Production**

~~Topics will vary.~~ May be repeated to a maximum of 6 semester hours when topics vary.

Concurrent enrollment in multiple sections to a maximum of 6 semester hours permissible when topics vary.

Credits: 3

Rationale: For COMS 392, students currently have the option of repeating the course when topics vary. However, students do not currently have the option of concurrent enrollment in two sections when topics vary. We discovered this problem when students were unable to simultaneously enroll in 392-1 and 392-2 for the Fall 2019 semester. Allowing concurrent enrollment will provide more course options for students.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.07**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 400 - Rhetorical Theory**

Major trends and concepts ... .. theory from ancient Greece to the present.

~~Prerequisites & Notes~~

~~PRQ: COMS 252.~~

Credits: 3

Rationale: For COMS 400, we propose deleting the COMS 252 PRQ because COMS 252 is no longer considered essential preparation for the course. Eliminating the unneeded PRQ will eliminate a potential roadblock for students wishing to enroll in COMS 400.

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Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.08**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 402 - Group Communication**

Nature of group processes. Leadership, communication, and decision-making problems in small groups.

**Prerequisites & Notes**

PRQ: ~~COMS 302~~ **Junior standing** or consent of department.

Credits: 3

Rationale: For COMS 402, we propose deleting the COMS 303 PRQ and replacing it with “junior standing.” As proposed, the revised PRQ reads: “Junior standing or consent of the department.” We no longer consider COMS 302 to be essential preparation for COMS 402. Replacing the COMS 302 PRQ with “junior standing” will eliminate a potential roadblock for students wishing to enroll in COMS 402.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.09**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 405 - ~~Advanced Interpersonal~~ Relational Communication**

~~Advanced~~ Examination and fundamental processes of interpersonal communication theory utilizing in-depth analyses or research projects.

**Prerequisites & Notes**

PRQ: ~~COMS 303~~ **Junior standing** or consent of department.

Credits: 3

Rationale: For COMS 405, we propose renaming the course and removing COMS 303 as a PRQ. With a shift in focus, COMS 405 is no longer an “advanced” interpersonal course. Therefore, it is not necessary to call the course “advanced” or to require students to take COMS 303 as a PRQ. As proposed, the revised PRQ is “Junior standing or consent of the department.” Replacing the COMS 302 PRQ with “junior standing” will eliminate a potential roadblock for students wishing to enroll in COMS 405.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.09A**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 461A - Organizational Communication: Internal**

Advanced analysis of contemporary practices of internal organizational communication from diverse disciplinary perspectives ~~covered in COMS 302~~. Detailed examination ... ..organization.

**Prerequisites & Notes**

PRQ: ~~COMS 302~~ **Junior standing or consent of department.**

Credits: 3

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Rationale: For COMS 461A, we propose revising the course description so that the course's content no longer builds directly on material covered in COMS 302. In addition, we propose removing the COMS 302 PRQ and replacing it with "Junior standing or consent of the department." As revised, this PRQ is more appropriate to the course and will eliminate a potential roadblock for students wishing to enroll in COMS 461A.

Course Revision      2019-20 Undergraduate Catalog [LINK](#) (UG Courses)      **CLAS19.20.06.10**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 461B - Organizational Communication: External**

Focus placed on communication ... .... some impact from the organization.

**Prerequisites & Notes**

PRQ: ~~COMS 302~~ **Junior standing or consent of department.**

Credits: 3

Rationale: For COMS 461B, we propose removing the COMS 302 PRQ and replacing it with "Junior standing or consent of the department" because the course's content no longer builds directly on material covered in COMS 302. As revised, the PRQ is more appropriate to the course and will eliminate a potential roadblock for students wishing to enroll in COMS 461B.

Course Revision      2019-20 Undergraduate Catalog [LINK](#) (UG Courses)      **CLAS19.20.06.11**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 469 - Interactive Media Production II**

Advanced technologies and ... .... education, and public service applications. **Three hours lecture plus a service-learning component/project that includes 40 contact hours with project client.**

**Prerequisites & Notes**

PRQ: COMS 359 or consent of department.

Credits: ~~3~~ **4**

Rationale: For COMS 469, we propose increasing the credit hours from 3 to 4 because a substantial service-learning component requiring a minimum of 40 contact hours with a project client has been added to the course.

Course Revision      2019-20 Undergraduate Catalog [LINK](#) (UG Courses)      **CLAS19.20.06.12**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 480 - Communication and Conflict Management**

Communication principles and ... .... interpersonal and organizational contexts.

**Prerequisites & Notes**

PRQ: ~~COMS 302~~ **Junior standing or consent of department.**

Credits: 3

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Rationale: For COMS 480, we propose revising the PRQ. As COMS 480 is currently taught, we no longer consider COMS 303 to be essential preparation for the course. However, requiring “Junior standing or consent of the department” will prevent lower-level students from taking the course. Removing the COMS 303 PRQ will eliminate a potential roadblock for students wishing to enroll in COMS 480.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.13**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 481 - Communication Ethics in Organizations**

Study of communication ethics ... .. addressing unethical communication in the workplace.

**Prerequisites & Notes**

PRQ: Junior standing or consent of department.

Credits: 3

Rationale: For COMS 481, we propose adding a PRQ, “Junior standing or consent of the department,” to prevent lower-level students from taking the class.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.14**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 492 - Special Topics in Media Production**

May be repeated to a maximum of 6 semester hours when topics varies vary. Concurrent enrollment in multiple sections to a maximum of 6 semester hours is permissible when topics vary.

Credits: 3

Rationale: For COMS 492, students currently have the option of repeating the course when topics vary. However, students do not currently have the option of concurrent enrollment in two sections when topics vary. Allowing concurrent enrollment will provide more course options for students.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.15**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 493 - Special Topics in Media Studies**

May be repeated to a maximum of 6 semester hours when topics varies vary. Concurrent enrollment in multiple sections to a maximum of 6 semester hours permissible when topics vary.

Credits: 3

Rationale: For COMS 493, students currently have the option of repeating the course when topics vary. However, students do not currently have the option of concurrent enrollment in two sections when topics vary. Allowing concurrent enrollment will provide more course options for students.



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Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.16**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 495B - Senior Portfolio**

Synthesis of competencies, abilities, and ... .. Especially relevant for those seeking employment.  
Majors only.

**Prerequisites & Notes**

PRQ: ~~COMS 252 and s~~ Senior standing.  
Credits: 1-3

Rationale: For COMS 495B, we propose deleting COMS 252 as a PRQ because it is no longer considered essential preparation for the course. Students in Emphases 2 and 3, who will no longer be required to take COMS 252, may want to take COMS 495B as an elective.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.17**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 496A - Special Topics in Interpersonal Communication and Personal Relationships**

May be repeated to a maximum of 6 hours when topic varies.

**Prerequisites & Notes**

PRQ: ~~COMS 303~~ Junior standing or consent of department.  
Credits: ~~1~~-3

Rationale: For COMS 496A, 496B, 496C, and 496D, we want to remove the variable credit option. To avoid confusion among students and provide standardization across sections, we propose to designate 3 semester hours each for 496A, 496B, 496C, and 496D.

For COMS 496A, 496B, 496C, and 496D, we also propose a standard PRQ of “Junior standing or consent of the department” to prevent lower-level students from taking the class. We no longer consider existing PRQs (e.g., COMS 303) to be essential preparation for these variable topic courses.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.18**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 496B - Special Topics in Organizational Communication**

May be repeated to a maximum of 6 hours when topic varies.

**Prerequisites & Notes**

PRQ: ~~COMS 302~~ Junior standing or consent of department.  
Credits: ~~1~~-3

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Rationale: For COMS 496A, 496B, 496C, and 496D, we want to remove the variable credit option. To avoid confusion among students and provide standardization across sections, we propose to designate 3 semester hours each for 496A, 496B, 496C, and 496D.

For COMS 496A, 496B, 496C, and 496D, we also propose a standard PRQ of “Junior standing or consent of the department” to prevent lower-level students from taking the class. We no longer consider existing PRQs (e.g., COMS 303) to be essential preparation for these variable topic courses.

Course Revision      2019-20 Undergraduate Catalog [LINK](#) (UG Courses)      **CLAS19.20.06.19**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 496C - Special Topics in Communication Theory**

May be repeated to a maximum of 6 semester hours when topic varies.

**Prerequisites & Notes**

PRQ: **Junior standing or consent of department.**

Credits: ~~1~~3

Rationale: For COMS 496A, 496B, 496C, and 496D, we want to remove the variable credit option. To avoid confusion among students and provide standardization across sections, we propose to designate 3 semester hours each for 496A, 496B, 496C, and 496D.

For COMS 496A, 496B, 496C, and 496D, we also propose a standard PRQ of “Junior standing or consent of the department” to prevent lower-level students from taking the class. We no longer consider existing PRQs (e.g., COMS 303) to be essential preparation for these variable topic courses.

Course Revision      2019-20 Undergraduate Catalog [LINK](#) (UG Courses)      **CLAS19.20.06.20**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 496D - Special Topics in Persuasion and Social Influence**

May be repeated to a maximum of 6 hours when topic varies.

**Prerequisites & Notes**

PRQ: ~~COMS 304~~ **Junior standing or consent of department.**

Credits: ~~1~~3

Rationale: For COMS 496A, 496B, 496C, and 496D, we want to remove the variable credit option. To avoid confusion among students and provide standardization across sections, we propose to designate 3 semester hours each for 496A, 496B, 496C, and 496D.

For COMS 496A, 496B, 496C, and 496D, we also propose a standard PRQ of “Junior standing or consent of the department” to prevent lower-level students from taking the class. We no longer consider existing PRQs (e.g., COMS 303) to be essential preparation for these variable topic courses.

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2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 498A - Independent Study**

Directed study and research. May be repeated to a maximum of 6 semester hours.  
Credits: ~~1~~-3

Rationale: For COMS 498A and 498B, we propose changing the credits from “1-3” to “3.” Other courses listed in the block are 3 or 4 credits. Making 498A and 498B 3 credits will make all the options in the block 3 or 4 credits. This provides greater consistency and reduces student confusion.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.22**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**COMS 498B - Media Production Independent Study**

Directed study and research in media production. May be repeated to a maximum of 6 semester hours.  
Credits: ~~1~~-3

Rationale: For COMS 498A and 498B, we propose changing the credits from “1-3” to “3.” Other courses listed in the block are 3 or 4 credits. Making 498A and 498B 3 credits will make all the options in the block 3 or 4 credits. This provides greater consistency and reduces student confusion.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.23**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**JOUR 407 - Media ~~Convergence~~ and Technology**

Development, structure, and future of converged media work and media industries in relation to technology. Examination of how media have changed and the future of media with focus on social, political, and economic effects of convergence. Techniques for reporting, producing, and managing news in multiple platforms the intertwined evolution of technology and media work with a focus on the social, political, and economic effects for individuals, media industries, and society.  
Credits: 3

Rationale: We propose updating the title and description for JOUR 407 to better reflect changes in media theory and practice. The term “convergence” has fallen out of favor and is no longer used by researchers or practitioners; however, scholars remain interested in how technology affects media work and media industries.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.24**  
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**JOUR 496 - Journalism Honors Seminar Capstone Project**

Seminar meetings and ... .. Work culminates in honors paper or project.

**Prerequisites & Notes**

PRQ: Senior standing and minimum GPA of 3.25 in all work and in all journalism courses.

Credits: 3

Rationale: The Honors Program requested that the course title for JOUR 496 be changed to “Honors Capstone Project” to avoid confusion for honors students who are also required to take a University Honors Seminar.

Other Catalog Change

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**CLAS19.20.06.26**

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

↓

**Emphasis 1. Advocacy and Public Communication**

**Requirements in Department (33-~~34~~ 35)**

- COMS 200 - Advanced Public Speaking Credits: 3
  - OR COMS 220 - Rhetoric and Public Issues Credits: 3  
This is a creativity and critical analysis general education course for the Sustainability Pathway.
  - OR COMS 230 - Rhetoric and the Media Credits: 3  
Available for general education credit.
  - OR COMS 300 - Speech Writing Credits: 3
  - OR COMS 309 - Performance in Speech Communication Credits: 3
  - OR COMS 355 - Media Writing Credits: 3  
COMS 355 is a writing infused course.
  - OR COMS 361 - Business and Professional Communication Credits: 3
- COMS 252 - Introduction to Communication Studies Credits: 3
- COMS 305 - Argumentation and Debate Credits: 3  
COMS 305 is a writing infused course.
  - OR COMS 310 - Advocacy and Critical Thinking Credits: 3  
Available for general education credit.
- COMS 400 - Rhetorical Theory Credits: 3
  - OR COMS 401 - Criticism of Public Rhetoric Credits: 3  
COMS 401 is a writing infused course.
  - COMS 403 - Freedom of Speech and Communication Ethics Credits: 3  
This is a society and culture general education course for the Social Justice and Diversity Pathway.
  - OR COMS 419 - Political Communication in America Credits: 3  
COMS 419 is a writing infused course.
  - OR COMS 496R - Special Topics in Rhetoric Credits: 3
- ~~• COMS 403 - Freedom of Speech and Communication Ethics Credits: 3~~

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~~This is a society and culture general education course for the Social Justice and Diversity Pathway.~~

- ~~○ OR COMS 455 – Media Law and Ethics Credits: 3~~
- ~~○ OR JOUR 480 – Journalism Law and Regulation Credits: 3~~

~~One of the following (3)~~

- ~~● COMS 200 – Advanced Public Speaking Credits: 3  
(If not used to fulfill requirement above.)~~
- ~~● COMS 201 – Group Discussion Skills Credits: 3~~
- ~~● COMS 203 – Interpersonal Communication Skills Credits: 3  
Available for general education credit.  
This is a creativity and critical analysis general education course for the Health and Wellness Pathway.~~
- ~~● COMS 300 – Speech Writing Credits: 3  
(If not used to fulfill requirement above.)~~
- ~~● COMS 300 – Performance in Speech Communication Credits: 3  
(If not used to fulfill requirement above.)~~
- ~~● COMS 355 – Media Writing Credits: 3~~
- ~~● COMS 355 is a writing infused course.~~
- ~~● COMS 357 – Introduction to Studio Production Credits: 4~~
- ~~● COMS 359 – Interactive Media Production I Credits: 4~~
- ~~● COMS 361 – Business and Professional Communication Credits: 3  
(If not used to fulfill requirement above.)~~
- ~~● COMS 380 – Corporate Advocacy and Issue Management Credits: 3~~
- ~~● COMS 497 – Internship Credits: 3~~
- ~~● JOUR 200A – Basic News Writing Credits: 3  
○ OR JOUR 200B – Basic News Writing Credits: 3~~
- ~~● JOUR 312 – Graphics of Communications Credits: 3~~

~~Five Seven of the following (15 21-23)~~

~~Of these 21-23 semester hours, at least 12 must be at the 300- or 400-level.~~

- ~~● COMS 200 - Advanced Public Speaking Credits: 3  
If not used to fulfill requirement above.~~
- ~~● COMS 201 Group Discussion Skills Credits: 3~~
- ~~● COMS 203 - Interpersonal Communication Skills Credits: 3  
If not used to fulfill requirement above.  
This is a creativity and critical analysis general education course for the Health and Wellness Pathway.~~
- ~~● COMS 220 - Rhetoric and Public Issues Credits: 3  
If not used to fulfill requirement above.  
Available for general education credit.~~

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- COMS 230 - Rhetoric and the Media Credits: 3  
If not used to fulfill requirement above.  
Available for general education credit.
- COMS 291 - Methods of Research in Communication Credits: 3
- COMS 300 - Speech Writing (3)  
If not used to fulfill requirement above.
- COMS 302 - Introduction to Organizational Communication Theory Credits: 3
- COMS 303 - Introduction to Interpersonal Communication Theory Credits: 3
- COMS 304 - Introduction to Persuasion Theory Credits: 3
- COMS 309 - Performance in Speech Communication Credits: 3  
If not used to fulfill requirement above.
- COMS 355 - Media Writing Credits: 3  
If not used to fulfill requirement above.  
COMS 355 is a writing infused course.
- COMS 356 - Critical Interpretation of Film/Television Credits: 3  
Available for general education credit.  
This is a creativity and critical analysis general education course for the Learning Pathway.
- COMS 357 - Introduction to Studio Production Credits: 4
- COMS 359 - Interactive Media Production I Credits: 4
- COMS 361 - Business and Professional Communication Credits: 3  
If not used to fulfill requirement above.
- COMS 362 - Intercultural Communication Credits: 3  
Available for general education credit.  
COMS 362 also fulfills the Human Diversity Requirement.  
This is a society and culture general education course for the Social Justice and Diversity Pathway.
- COMS 370 - Principles of Advertising Credits: 3
- COMS 380 - Corporate Advocacy and Issue Management Credits: 3
- COMS 400 - Rhetorical Theory Credits: 3  
If not used to fulfill requirement above.
- COMS 401 - Criticism of Public Rhetoric Credits: 3  
If not used to fulfill requirement above.  
COMS 401 is a writing infused course.
- COMS 402 - Group Communication Credits: 3
- COMS 403 - Freedom of Speech and Communication Ethics Credits: 3  
If not used to fulfill requirement above.  
Available as a general education credit.  
This is a society and culture general education course for the Social Justice and Diversity Pathway.
- COMS 404 - Communication Theories Credits: 3

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- COMS 405 - ~~Advanced Interpersonal~~ **Relational** Communication Credits: 3
- COMS 410 - Communication and Gender Credits: 3  
Available for general education credit.  
COMS 410 fulfills the Human Diversity Requirement.
- COMS 419 - Political Communication in America Credits: 3  
(If not used to fulfill requirement above.)  
COMS 419 is a writing infused course.
- **COMS 455 - Media Law and Ethics Credits: 3**
- COMS 460 - Television Theory and Criticism Credits: 3
- **COMS 461B - Organizational Communication: External Credits: 3**
- COMS 462 - Film Theory and Criticism Credits: 3  
↓
- COMS 496C - Special Topics in Communication Theory Credits: ~~4~~3  
Students must take 3 credit hours in this course.
- COMS 496R - Special Topics in Rhetoric Credits: 3  
(If not used to fulfill requirement above.)
- **COMS 497 - Internship Credits: 3-9**  
Students must take 3 credit hours in this course.
- COMS 498A - Independent Study Credits: ~~4~~3
- COMS 498B - Media Production Independent Study Credits: ~~4~~3
- **JOUR 200A - Basic News Writing Credits: 3**
  - **OR JOUR 200B - Basic News Writing Credits: 3**
- **JOUR 210 - Information Gathering for the Digital Age Credits: 3**
- **JOUR 312 - Graphics of Communications Credits: 3**
- JOUR 335 - Principles of Public Relations Credits: 3
- **JOUR 360 - Public Relations Writing Credits: 3**  
JOUR 360 is a writing infused course.
- **JOUR 401 - Editorial and Opinion Writing Credits: 3**  
JOUR 401 is a writing infused course.
- JOUR 435 - Advanced Public Relations Credits: 3
- **JOUR 480 - Journalism Law and Regulation Credits: 3**
- JOUR 483 - Mass Media in Modern Society Credits: 3

Requirements outside Department (B.A., 0-12; B.S., 12-~~17~~ **16**)

*For the B.A. degree*

Fulfillment of B.A. foreign language requirement (0-12)

See “Foreign Language Requirement for the B.A. Degree” in the Other Graduation Requirements section of this catalog.

*For the B.S. degree*

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Mathematics/laboratory science sequence (~~10-15~~ 12-17)

See “College Requirement for the B.S. Degree” in the Other Graduation Requirements section of this catalog.

**Total Hours for Emphasis 1, Advocacy and Public Communication: 33-~~46~~ 47 (B.A.)  
OR 45-~~50~~ 52 (B.S.)**

Rationale: **1)** In Emphasis 1, we propose expanding the scope of the COMS 200/300/309/361 block by adding COMS 220, 230, and 355. This will provide students in the emphasis with a more well-rounded block of foundational courses and a more robust set of course options. **2)** The new course COMS 310 is being proposed as an alternative to COMS 305 in Emphasis 1. **3)** In Emphasis 1, we propose deleting the law/ethics choice block (COMS 403, COMS 455, JOUR 480) because we anticipate an inability to adequately staff COMS 455 and JOUR 480 on a consistent basis beginning in AY 2020-21. Instead, we propose moving COMS 403 to the previous choice block, making the course an option among other upper-level rhetoric courses (400, 401, 419, 496R). COMS 455 and JOUR 480 will become available as elective options in the big “pick seven” block below. **4)** To simplify and streamline the Emphasis 1 curriculum, we propose moving all the courses in the “One of the following” block to the big “pick seven” block below. **5)** Because we are eliminating the law/ethics block and the “pick one” block above, we propose (a) expanding this “pick five” block to a “pick seven” block and (b) increasing the credits from “15” to “21-23.” To ensure that the majority of students’ programs of study include upper-division courses, we now stipulate: “Of these 21-23 semester hours, at least 12 must be at the 300- or 400-level.” **6)** As revised, the expanded “pick seven” block includes all the classes from the deleted law/ethics block and the deleted “pick one” block. In addition, the “pick seven” block now includes additional JOUR courses that are especially relevant/beneficial to an overall course of study in Advocacy and Public Communication: JOUR 210, JOUR 360, and JOUR 401. Overall, this expanded block provides students with flexibility and choice and helps the department more easily manage issues related to understaffing. **7)** For COMS 498A and 498B, we are changing the credits from “1-3” to “3.” Other courses listed in the block are 3 or 4 credits. Making 498A and 498B 3 credits will make all the options in the block 3 or 4 credits. This provides greater consistency and reduces student confusion. **8)** Revision of the course title for COMS 405. **9)** Updating the required hours and correcting an error in the B.S. requirements. **10)** We are also adding the “If not used to fulfill requirement above.” notation where needed throughout the course listing. Please remove the parenthesis from this notation for COMS 419 and COMS 496R.

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CLAS19.20.06.27

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

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**Emphasis 2. Media Studies**

**Requirements in Department (35-40)**

- COMS 251 - Introduction to Media Studies Credits: 3
- ~~COMS 252 - Introduction to Communication Studies Credits: 3~~
- COMS 355 - Media Writing Credits: 3



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COMS 355 is a writing infused course.

↓

- COMS 455 - Media Law and Ethics Credits: 3
  - OR COMS 403 - Freedom of Speech and Communication Ethics Credits: 3  
This is a society and culture general education course for the Social Justice and Diversity Pathway.
  - **OR COMS 465 - Computer-Mediated Communication Credits: 3**
  - OR JOUR 480 - Journalism Law and Regulation Credits: 3

**Five courses from the following (15-20)**

↓

- ~~COMS 291 - Methods of Research in Communication Credits: 3~~
- COMS 309 - Performance in Speech Communication Credits: 3
- COMS 349 - Introduction to Digital Audio Production Credits: 4  
**If not used to fulfill requirement above.**
- COMS 357 - Introduction to Studio Production Credits: 4  
(If not used to fulfill requirement above.)
- COMS 358 - Introduction to Field Production Credits: 4  
(If not used to fulfill requirement above.)
- COMS 359 - Interactive Media Production I Credits: 4  
(If not used to fulfill requirement above.)
- COMS 370 - Principles of Advertising Credits: 3
- ↓
- COMS 466 - Narrative Scriptwriting Credits: 3  
COMS 466 is a writing infused course.
- COMS 469 - Interactive Media Production II Credits: ~~3~~ **4**
- COMS 470 - Campaign Strategies and Development Credits: 3
- **COMS 475 - Film Festival Administration Credits: 3**
- COMS 492 - Special Topics in Media Production Credits: 3
- COMS 493 - Special Topics in Media Studies Credits: 3
- COMS 497 - Internship Credits: 3
- COMS 498A - Independent Study Credits: ~~1~~3
- COMS 498B - Media Production Independent Study Credits: ~~1~~3

**Elective from COMS or JOUR course numbered 200 and above (3)**

**Requirements outside Department (B.A., 0-12; B.S., ~~10-15~~ **12-17**)**

*For the B.A. degree*

Fulfillment of B.A. foreign language requirement (0-12)

See "Foreign Language Requirement for the B.A. Degree" in the Other Graduation Requirements

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section of this catalog.

*For the B.S. degree*

Mathematics/laboratory science sequence (~~10-15~~ 12-17)

See “College Requirement for the B.S. Degree” in the Other Graduation Requirements section of this catalog.

**Total Hours for Emphasis 2, Media Studies: 35-~~49~~ 52 (B.A.) OR ~~45-52~~ 47-57 (B.S.)**

Rationale: **1)** In Emphasis 2, we propose removing the COMS 252 requirement. Students in the emphasis are already required to take COMS 251, which is more directly relevant to their program of study than COMS 252. Additionally, the Department anticipates a potential inability to adequately staff COMS 252 for students in Emphases 1, 2, and 3. Removing the requirement from Emphasis 2 will reduce demand for the course, thereby reducing some of the staffing pressure. Students will still have the option of taking COMS 252 as an elective under the newly-added elective requirement (“Elective from COMS or JOUR course numbered 200 and above”). **2)** We propose expanding the law/ethics block (COMS 455, COMS 403, JOUR 480) by adding COMS 465, another course involving communication ethics. The addition of COMS 465 will (a) provide students with an additional course option and (b) address an anticipated inability to adequately staff COMS 455 and JOUR 480 on a consistent basis beginning in AY 2020-21. **3)** With the recent renumbering of COMS 291 (formerly 491), the course no longer functions as an upper-division elective in this block. Although we are deleting this specific course (COMS 291) from the block, students will now have the option of taking any 3-credit elective from a COMS or JOUR course numbered 200 and above, including COMS 291. **4)** For COMS 469, we are increasing the credit hours from 3 to 4 because a substantial service-learning component requiring a minimum of 40 contact hours with a project client has been added to the course. **5)** COMS 475 (Film Festival Administration) is being proposed as new course for the 2020-21 catalog. The course topic has been taught several times as COMS 493 (Special Topics in Media Studies). The addition of COMS 475 will more formally integrate Film Festival Administration into the undergraduate curriculum and increase the number of courses available in this big “pick six” choice block. **6)** The number of credit hours for COMS 498A and 498B is being changed from variable (1-3) to 3 credit hours. **7)** We propose adding this elective option (any COMS or JOUR course numbered 200 and above) to allow students more flexibility in developing their programs of study. This option will give credit for COMS 252 or 291 (deleted above) or for any COMS or JOUR class numbered 200 and above. **8)** We are also adding the “If not used to fulfill requirement above.” notation where needed in the course listing. Please remove the parenthesis from this notation for COMS 357, COMS 358, and COMS 359.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.06.28**

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

↓

**Emphasis 3. Organizational/Corporate Communication**

**Requirements in Department (~~34-36~~ 33)**

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- ~~COMS 200 – Advanced Public Speaking Credits: 3~~
  - ~~OR COMS 220 – Rhetoric and Public Issues Credits: 3~~  
~~Available for general education credit.~~
  - ~~OR COMS 300 – Speech Writing Credits: 3~~
  - ~~OR COMS 305 – Argumentation and Debate Credits: 3~~  
~~COMS 305 is a writing infused course.~~
  - ~~OR COMS 309 – Performance in Speech Communication Credits: 3~~
  - ~~OR COMS 361 – Business and Professional Communication Credits: 3~~
- COMS 252 - Introduction to Communication Studies Credits: 3
  - **OR COMS 291 - Methods of Research in Communication Credits: 3**
- COMS 302 - Introduction to Organizational Communication Theory Credits: 3
- COMS 303 - Introduction to Interpersonal Communication Theory Credits: 3
  - **OR** COMS 304 - Introduction to Persuasion Theory Credits: 3
- ~~COMS 370 – Principles of Advertising Credits: 3~~
  - ~~OR COMS 380 – Corporate Advocacy and Issue Management Credits: 3~~
  - ~~OR COMS 461B – Organizational Communication: External Credits: 3~~
  - ~~OR COMS 496D – Special Topics in Persuasion and Social Influence Credits: 1-3~~
  - ~~OR JOUR 335 – Principles of Public Relations Credits: 3~~
- ~~COMS 400 – Rhetorical Theory Credits: 3~~
  - ~~OR COMS 401 – Criticism of Public Rhetoric Credits: 3~~  
~~COMS 401 is a writing infused course.~~
  - ~~OR COMS 410 – Political Communication in America Credits: 3~~  
~~COMS 410 is a writing infused course.~~
  - ~~OR COMS 496R – Special Topics in Rhetoric Credits: 3~~
- ~~COMS 402 – Group Communication Credits: 3~~
  - ~~OR COMS 404 – Communication Theories Credits: 3~~
  - ~~OR COMS 405 – Advanced Interpersonal Communication Credits: 3~~
  - ~~OR COMS 461A – Organizational Communication: Internal Credits: 3~~
  - ~~OR COMS 480 – Communication and Conflict Management Credits: 3~~  
~~Available for general education credit.~~  
~~This is a creativity and critical analysis general education course for the Health and Wellness Pathway.~~
  - ~~OR COMS 496A – Special Topics in Interpersonal Communication and Personal Relationships Credits: 1-3~~
- ~~COMS 403 – Freedom of Speech and Communication Ethics Credits: 3~~  
~~This is a society and culture general education course for the Social Justice and Diversity Pathway.~~
  - ~~OR COMS 455 – Media Law and Ethics Credits: 3~~
  - ~~OR COMS 481 – Communication Ethics in Organizations Credits: 3~~
  - ~~OR JOUR 480 – Journalism Law and Regulation Credits: 3~~

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~~• COMS 407 - Practicum Credits: 1-3~~

~~Students must take 1 credit hour in this course~~

~~• OR COMS 407 - Internship Credits: 3~~

~~Students must take 3 semester hours in this course.~~

**Four of the following (12)**

- COMS 361 - Business and Professional Communication (3)
- COMS 370 - Principles of Advertising (3)
- COMS 380 - Corporate Advocacy and Issue Management (3)
- COMS 402 - Group Communication (3)
- COMS 404 - Communication Theories (3)
- COMS 407 - Practicum (1-3)

Students must take 1 credit hour in this course.

- COMS 408 - Topics in Communication Engagement (3)
- COMS 461A - Organizational Communication: Internal (3)
- COMS 461B - Organizational Communication: External (3)
- COMS 480 - Communication and Conflict Management (3)

Available for general education credit.

This is a creativity and critical analysis general education course for the Health and Wellness Pathway.

- COMS 481 - Communication Ethics in Organizations (3)
- COMS 496A - Special Topics in Interpersonal Communication and Personal Relationships (3)
- COMS 496B - Special Topics in Organizational Communication (3)
- COMS 496C - Special Topics in Communication Theory (3)
- COMS 496D - Special Topics in Persuasion and Social Influence (3)
- COMS 497 - Internship (3-9)

Students must take 3 credit hours in this course.

Electives from COMS or JOUR courses numbered 300 and above (≥ 6)

Electives from COMS or JOUR courses numbered 400 and above (≥ 6)

**Requirements outside Department (B.A., 0-12; B.S., ~~10-15~~ 12-17)**

*For the B.A. degree*

Fulfillment of B.A. foreign language requirement (0-12)

(See "Foreign Language Requirement for the B.A. Degree.")

*For the B.S. degree*

Mathematics/laboratory science sequence (~~10-15~~ 12-17)

(See "College Requirement for the B.S. Degree.")

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See “College Requirement for the B.S. Degree” in the Other Graduation Requirements section of this catalog.

**Recommendations**

See departmental adviser for recommended courses in areas such as economics, English, journalism, political science, psychology, and sociology.

**Total Hours for Emphasis 3, Organizational/Corporate Communication: ~~34-46~~ 33-45 (B.A.) OR 45-50 (B.S.)**

Rationale: Taken together, the changes proposed for Emphasis 3 here will have the effect of simplifying and streamlining the curriculum for students and will address persistent and anticipated understaffing in key areas. **1)** We propose deleting the 200/220/300/305/309/361 block. While 200 and 220 will be deleted from the curriculum, the 300-level courses (300, 305, 309, 361) will still count in the large choice block added below. COMS 361 is specifically included in the new block while 300, 305, and 309 will count as “Electives from COMS or JOUR courses numbered 300 and above.” **2)** Instead of requiring all students to take COMS 252, we propose giving students the option of taking either COMS 252 or COMS 291. In addition to giving more flexibility to students, we anticipate that the COMS 291 option will reduce staffing pressure on COMS 252. **3)** Instead of requiring students to take both COMS 303 and COMS 304, we propose requiring students to take one course or the other. As proposed, students may still take both courses, counting one as an elective “from COMS or JOUR courses numbered 300 and above” below. **4)** For simplicity, we propose deleting the five distinct choice blocks listed here. The courses in these deleted blocks will count instead in the large choice block added below. Deleted courses that are not specifically listed in the new block may still count in the block as “Electives from COMS or JOUR courses numbered 300 and above” or “Electives from COMS or JOUR courses numbered 400 and above.” **5)** We propose deletion of these recommendations because they are no longer relevant or necessary.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.06.29**

**Major in Journalism (B.A. or B.S.)**

↓

**Constructing Media Narratives: Choose 4 of the following (12):**

- JOUR 301 - Article Writing Credits: 3  
JOUR 301 is a writing infused course.  
↓
- JOUR 460 - Specialized Press Writing Credits: 3  
JOUR 460 is a writing infused course.
- **JOUR 464 - Content for Emerging Media Credits: 3**
- JOUR 485A - Topics in Journalism Writing Credits: 3

↓

**News in Society: Choose 4 of the following (12):**

- JOUR 201 - Issues in Journalism Credits: 3

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- JOUR 350 - Environment, Health, and the Media Credits: 3  
Available for general education credit.  
This is a creativity and critical analysis general education course for the Health and Wellness Pathway.
- JOUR 407 - Media ~~Convergence~~ and Technology Credits: 3
- JOUR 436 - Public Relations Problems Credits: 3
- ↓
- JOUR 490 - Ethnic Minorities and the News Media Credits: 3

**Requirements outside Department (B.A., 0-12; B.S., ~~10-15~~ 12-17)**

*For the B.A. degree*

Fulfillment of B.A. foreign language requirement (0-12)

See “Foreign Language Requirement for the B.A. Degree” in the Other Graduation Requirements section of this catalog.

*For the B.S. degree*

Mathematics/laboratory science sequence (~~10-15~~ 12-17)

See “College Requirement for the B.S. Degree” in the Other Graduation Requirements section of this catalog.

**Total Hours for Major in Journalism: 36-49 (B.A.) OR ~~46-52~~ 48-54 (B.S.)**

**Special Requirements**

↓

Rationale: **1)** JOUR 464 is proposed as new course. Providing an additional course option in the Constructing Media Narratives block, JOUR 464 teaches development of journalistic and public relations content for a variety of media platforms. **2)** Updating JOUR 407 with new course title. **3)** Updating B.S. requirement and total requirements.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.06.30**

**Minor in Communication Studies (18)**

↓

~~Option 1. Communication Studies (18)~~

Students may pursue a minor in the field of communication studies by successfully completing 18 semester hours from the department’s communication studies course offerings numbered 200 or above; these hours may include a maximum of 6 hours of 200-level courses.

Because of the wide range of fields that are appropriate as areas of study, including ~~film studies,~~ **advocacy** and public communication, media studies, ~~media production,~~ and ~~communication studies~~ **organizational/corporate communication**, students are encouraged to secure information

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about these areas from the department.

Twelve or more semester hours in this option for the minor in communication studies must be taken at NIU.

~~Option 2. Communication Education (24)~~

~~Students wishing to teach speech communication at the secondary level must have a declaration of minor in communication studies filed and approved, earn a grade of C or better in all communication courses in the minor, and successfully complete all of the requirements for initial educator licensure in another field of study. See list of initial educator licensure programs in the “Educator Licensure Requirements” section of this catalog. It is strongly recommended that the initial licensure be in English.~~

- ~~● COMS 100 Fundamentals of Oral Communication Credits: 3~~
- ~~● English rhetoric and composition course work (6)~~

~~Five of the following (15)~~

- ~~● COMS 200 Advanced Public Speaking Credits: 3~~
- ~~● COMS 201 Group Discussion Skills Credits: 3~~
- ~~● COMS 203 Interpersonal Communication Skills Credits: 3~~  
~~Available for general education credit.~~  
~~This is a creativity and critical analysis general education course for the Health and Wellness Pathway.~~
- ~~● COMS 304 Introduction to Persuasion Theory Credits: 3~~
- ~~● COMS 305 Argumentation and Debate Credits: 3~~  
~~COMS 305 is a writing infused course.~~
- ~~● COMS 309 Performance in Speech Communication Credits: 3~~
- ~~● COMS 361 Business and Professional Communication Credits: 3~~

~~Additional Information~~

~~Students completing the above requirements, who also are recommended by the NIU licensure officer for initial educator licensure in another field of study or who already possess a valid secondary educator license (6-12), will have met the state’s requirements for endorsement to teach speech communication at the secondary level.~~

~~Eighteen or more semester hours in this option for the minor in communication studies must be taken at NIU.~~

Rationale: These proposed revisions to the minor more fully and accurately represent the department’s areas of study. The areas of study described in this revision parallel the areas of emphasis in the undergraduate program. Option 2 no longer exists in practice and should be removed from the catalog.

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CLAS19.20.06.31

**Minor in Journalism (21-22)**

↓

**Constructing Media Narratives: Choose one of the following (3)**

- JOUR 315 - Press Photography Credits: 3
- ↓
- JOUR 460 - Specialized Press Writing Credits: 3
- JOUR 460 is a writing infused course.
- **JOUR 464 - Content for Emerging Media Credits: 3**

↓

**News in Society: Choose one of the following (3)**

- JOUR 201 - Issues in Journalism Credits: 3
- JOUR 350 - Environment, Health, and the Media Credits: 3  
Available for general education credit.  
This is a creativity and critical analysis general education course for the Health and Wellness Pathway.
- JOUR 407 - Media **Convergence and Technology** Credits: 3
- JOUR 436 - Public Relations Problems Credits: 3
- ↓
- JOUR 490 - Ethnic Minorities and the News Media Credits: 3

Rationale: **1)** JOUR 464 is proposed as new course. Providing an additional course option in the Constructing Media Narratives block, JOUR 464 teaches development of journalistic and public relations content for a variety of media platforms. **2)** For JOUR 407, we propose updating the course title to “Media and Technology. The term “convergence” has fallen out of favor and is no longer used by researchers or practitioners; however, scholars remain interested in how technology affects media work and media industries.

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CLAS19.20.06.32

**Digital Media Production (14)**

**Certificate of Undergraduate Study**

↓

**Requirements (14)**

↓

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

- COMS 426 - Advanced Documentary Field Production Credits: 4
- ↓
- COMS 466 - Narrative Scriptwriting Credits: 3



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- COMS 466 is a writing infused course.
- COMS 469 - Interactive Media Production II Credits: ~~3~~ 4
- COMS 492 - Special Topics in Media Production Credits: 3
- COMS 498B - Media Production Independent Study Credits: ~~1-3~~

Rationale: Change in credit hours for COMS 469 from 3 to 4. Change in credit hours for COMS 498B from 1-3 to 3.

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**CLAS19.20.06.33**

### **Journalism Degree with Honors**

The degrees B.A. and B.S. with honors in journalism will be awarded to students who complete all degree and major requirements and who also complete JOUR 496H, ~~Journalism Honors~~ **Capstone Project Seminar**, with a grade of at least B. Students are eligible to register for JOUR 496H if they have at least 90 semester hours of credit, a minimum GPA of 3.25 in all work, a minimum GPA in journalism courses of 3.25, and the consent of the department.

Rationale: The Honors Program requested that the course title for JOUR 496 be changed to “Honors Capstone Project” to avoid confusion for honors students who are also required to take a University Honors Seminar. Also, the “H” in the course number is no longer used and should be deleted.

### **Department of Sociology**

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses)

**CLAS19.20.06.34**

2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

#### **SOCI 288 - Criminology**

Examination of the nature ... .. causes and theories of crime.

#### **Prerequisites & Notes**

PRQ: SOCI 170 or SOCI 250 or SOCI 260 or SOCI 270, ~~and at least sophomore standing~~, or consent of department.

Credits: 3

Rationale: SOCI 288 and SOCI 289 are the two key courses in the Certificate of Undergraduate Study in Criminology. These are the only two courses in the SOCI curriculum that require sophomore standing and also are the only two required courses of the certificate program. This has resulted in a non-desired course sequence, which specifically is first-year students taking more advanced 300-level courses to satisfy the certificate requirements while they are in their first-year; this is because they can take those 300-level courses during the second-semester if they take SOCI 170/250/260/270 in their first semester. This is not a desired sequence. Ideally, the students should be taking SOCI 288 and 289 before moving on to more advanced criminology courses at the 300-level. By removing the sophomore-standing requirement on this course, we would enable students to take 288 or 289 during the second-

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semester of their first year, which is our preference.

Course Revision 2019-20 Undergraduate Catalog [LINK](#) (UG Courses) **CLAS19.20.06.35**  
2019-20 Undergraduate Catalog [LINK](#) (Course Desc)

**SOCI 289 - The Criminal Justice System**

Overview of the relationships ... .. to external institutions and social influences.

**Prerequisites & Notes**

PRQ: SOCI 170 or SOCI 250 or SOCI 260 or SOCI 270, ~~and at least sophomore standing,~~ or consent of the department.

Credits: 3

Rationale: SOCI 288 and SOCI 289 are the two key courses in the Certificate of Undergraduate Study in Criminology. These are the only two courses in the SOCI curriculum that require sophomore standing and also are the only two required courses of the certificate program. This has resulted in a non-desired course sequence, which specifically is first-year students taking more advanced 300-level courses to satisfy the certificate requirements while they are in their first-year; this is because they can take those 300-level courses during the second-semester if they take SOCI 170/250/260/270 in their first semester. This is not a desired sequence. Ideally, the students should be taking SOCI 288 and 289 before moving on to more advanced criminology courses at the 300-level. By removing the sophomore-standing requirement on this course, we would enable students to take 288 or 289 during the second-semester of their first year, which is our preference.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.06.36**

**Sociology (B.A. or B.S.)**

↓

**Requirements in Department (38)**

↓

**GPA Requirement**

A student must have ~~an overall GPA of at least 2.00 in the major courses and have~~ completed the following courses, with a grade of C or better in each course, to complete the major in Sociology:

- SOCI 170 - Introduction to Sociology Credits: 3
- SOCI 300 - Foundations of Sociology Credits: 3

**Requirements outside Department (B.A., 3-16; B.S., ~~11-15~~ 13-16)**

**For the B.A. Degree**

- STAT 100 - Basic Statistics Credits: 3  
Available for general education credit.  
OR

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- STAT 200 - Elementary Statistics Credits: 4

**Fulfillment of B.A. foreign language requirement (0-12)**

(See “Foreign Language Requirement for the B.A. Degree”)

**For the B.S. Degree**

One of the following groups (11-15)

**Group 1**

- ~~CSCI 210 – Elementary Programming Credits: 4~~
- ~~MATH 210 – Finite Mathematics Credits: 3~~  
Available for general education credit.
- ~~MATH 211 – Calculus for Business and Social Science Credits: 4~~  
Available for general education credit.
- ~~STAT 200 – Elementary Statistics Credits: 4~~

**Group 2**

- ~~MATH 229 – Calculus I Credits: 4~~  
Available for general education credit.  
○ ~~AND MATH 230 – Calculus II Credits: 4~~
- ~~STAT 300 – Introduction to Probability and Statistics Credits: 3~~

**Fulfillment of B.S. laboratory science/mathematical/computational skills sequence (13-16)**  
See “College Requirement for the B.S. Degree” in the Other Graduation Requirements section of this catalog.

Students selecting a sequence that does not include STAT 200 (4) or STAT 300 (3) will also be required to take one of these courses or STAT 100 (3) as a pre-requisite for SOCI 377B (with a grade of C or better).

**Total Hours for a Major in Sociology: ~~40-53~~ 41-54 (B.A.) OR ~~40-53~~ 51-54 (B.S.)**

Rationale: **1)** The first change is the removal of a GPA requirement listed in our catalog entry. This language was originally intended to emphasize the University’s graduation requirement that “Students must attain a minimum cumulative GPA of 2.00 in all NIU credit earned and of **2.00 in the major.**”, except Registration and Records interprets the GPA language in our catalog entry to mean a “2.0 in all core required SOCI courses,” which are SOCI 170/300/301/302/377A/377B. This was never the intended application of our GPA catalog entry language when it was originally submitted. This additional GPA requirement causes problems for some potential SOCI major graduates who have attained a 2.0 overall in all of their SOCI major courses, but have less than a 2.0 in these six core required courses. For those students, fixing this problem (in order to allow the students to graduate) requires a significant amount of time, by a number of people, to deal with this issue. Since the language interpretation by Registration and Records was never our intention, and because our intention is in fact redundant with the existing University’s GPA requirement for a major, we are requesting the removal of this GPA

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language. The University's GPA requirement is all that is needed. **2)** The second change is to our B.S. requirements. Because CSCI 210 is not taught frequently enough, this causes significant problems for our students to complete the B.S. requirements through our "Group 1" option, which is the most popular version of the B.S. options for our majors. The proposed language adds flexibility to the requirements, and additionally, will also bring our B.S. requirements more in line with those in other CLAS programs and the revised CLAS B.S. requirements. We have modeled our new language after the current Psychology B.S. catalog language, which is being done in order to ensure that students will be able to meet the statistics pre-requisite needed to enroll in our 377B core required course.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.06.37**

**Minor in Sociology (18)**

**Requirements (18)**

↓

**GPA Requirement**

A student must have ~~an overall GPA of at least 2.00 in the minor courses and have~~ completed the following courses with a grade of C or better in each course to complete the minor in Sociology:

- SOCI 170 - Introduction to Sociology Credits: 3
- SOCI 300 - Foundations of Sociology Credits: 3

Rationale: Similar to a request we are making for our B.A./B.S. catalog entry, this proposed change relates to the removal of a GPA requirement listed in our catalog entry for the Sociology minor. This language was originally intended to emphasize the University's graduation requirement that "the student must attain a minimum cumulative GPA of 2.00 in **all courses taken in the minor** at NIU.", except Registration and Records interprets the GPA language in our catalog entry to mean a "2.0 in all core required minor courses," which are SOCI 170/300. This was never the intended application of our GPA catalog entry language when it was originally submitted. Although not occurring anywhere near as frequently as for our major (because our students struggle more in 301/302/377A/377B than in 170/300), this additional GPA requirement still has the potential to cause problems for some SOCI minors who have attained a 2.0 overall in all of their SOCI minor courses (including their electives), but have less than a 2.0 in these two required courses. Since the language interpretation by Registration and Records was never our intention, and because our intention is in fact redundant with the existing University's GPA requirement for a minor, we are requesting the removal of this GPA language. The University's GPA requirement is all that is needed.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.06.38**

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

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**Admission**

The accelerated sequence leads to either a B.A. or B.S. in sociology and the J.D. degree. Students who want to complete this program must identify themselves to the Department of Sociology as majors who will complete the 3+3 program. This program is open to all undergraduates who major in sociology and have completed at least 90 credit hours of undergraduate course work, including all requirements for the sociology B.A. or B.S. degree, as well as all general education requirements, with a minimum GPA of 3.25. Juniors who have met these standards in their B.S. or B.A. degree in sociology are eligible to apply for admission to NIU's 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.~~ **Students are encouraged to apply to the program as early as possible during their 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 must score at or above the 50th percentile of the previous year's matriculating law class.

**Curriculum**



Rationale: This change is necessary because the Law School no longer requires submission of the application by February 15<sup>th</sup>. The wording change below is what the Law School has requested in place of the existing February 15<sup>th</sup> deadline language.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.07.43**

**Accelerated B.A. or B.S./J.D. Program in Environmental Studies and the College of Law**

**Admission**

**The six-year accelerated program leads to either the B.A. or B.S. in Environmental Studies together with the J.D. degree. Students who want to complete this program must identify themselves to the Environmental Studies department as majors with an emphasis in either environmental policy or nature in society who wish to complete the accelerated program. Undergraduates who major in Environmental Studies with an emphasis in either environmental policy or nature in society and have completed at least 90 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. Students are encouraged to apply to the program as early as possible during their junior year. As part of the application to the College of Law, applicants must take the LSAT and must receive a score at or above the 50th percentile of the previous year's matriculating law class. 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.**

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**Curriculum**

Students must complete all the requirements of the B.A. or B.S. in Environmental Studies with an emphasis in either environmental policy or nature in society, as well as all general education requirements (90 credit hours in total) 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.

Rationale: Similar to other programs, ENVS students with an emphasis in nature in society or environmental policy could plan to start law school courses during their fourth year at NIU.

**Department of Anthropology**

New Course 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.08.21**

CIP: 24.0101

**ANTH 261X - Language, Mind, and Thought**

*Crosslisted as ENGL 261X and ILAS 261.* Functioning of the human mind from the perspectives of anthropology, computer science, linguistics, neuroscience, philosophy, and psychology. Interdisciplinary consideration of perception, language, reasoning, artificial intelligence, culture, and models of cognition.

Credits: 3

Rationale: A major suggestion from the results of the Program Prioritization process was to change the ILAS 261 *Language, Mind and Thought* class into PSYCH 261, CSCI 261, ENGL 261 and ANTH 261. Thus, I am asking for approval to proceed with this change and adding ANTH 261 to the Anthropology curriculum.

Non-Duplication: None. This is a crosslisting being added to an existing course, ILAS 261.

**Department of Mathematical Sciences**

New Course 2019-20 Undergraduate Catalog [LINK](#) **CLAS19.20.08.32**

CIP: 27.0304

**MATH 445 - Mathematics of Data Science**

Linear algebra and optimization topics as they pertain to data science and machine learning. Emphasis placed on deep learning and neural networks. Practical experience provided on real data sets and with extensive use of computers.

**Prerequisites & Notes**

PRQ: MATH 240, CSCI 240 or approved equivalent, and STAT 300.

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Rationale: Data Science is an increasingly important subject and is firmly based in mathematics, in particular linear algebra and optimization. This course will help prepare students for the current and future job market and make them more attractive to potential employers in industry. It will be used as an important elective course for mathematics majors and minors.

Non-Duplication: The Departments of Computer Science and Statistics were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

**Center for Nonprofit and NGO Studies**

New Course 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.08.33**

CIP: 44.0401

**NNGO 301X - Philanthropy and Fundraising**

*Crosslisted as PSPA 301.* Examination of the role of philanthropic activities in a civil society both domestically and internationally. Philanthropy includes volunteerism and monetary donations. Survey of fundraising techniques, ethics, and policies.  
Credits: 3

Rationale: This is the cross-listed course of PSPA 301 so that the course can be offered by the Center for Nonprofit and NGO Studies. The Department of Public Administration has agreed to crosslisting their course PSPA 301.

Non-Duplication: None. This is a crosslisting being added to an existing course, PSPA 301.

New Course 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.08.34**

CIP: 44.0599

**NNGO 303 - Nonprofit Administration for Social Justice**

Examines nonprofit administration functions through a social justice lens from volunteer and personnel management, inter-sectoral collaboration, advocacy, strategic planning, performance measurement, financial management, and service delivery.  
Credits: 3

Rationale: The NNGO degree is eligible for accreditation and having this course within the Center would assist us with that effort. In addition, the Center takes an interdisciplinary approach to its courses, combining aspects of the humanities (questioning why we do things) and the social sciences (exploring how to do those things) which is a broader approach than the course when taught by POLS and PSPA. This course would allow better integration of this curriculum approach to a critical course within the NNGO curriculum. The creation of this course within the Center also makes logical sense for students

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when searching for nonprofit-related courses on campus. This nonprofit administration course would also be specifically designed for students entering the workforce with a bachelor's degree and align with the roles and responsibilities of those new employees in entry-level positions, not management, such as program coordinators, volunteer coordinators, and fundraising assistants.

Non-Duplication: The Department of Political Science was notified with regard to this course and has indicated there is no significant duplication with any of their current course offerings.

New Course 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.08.35**

CIP: 44.0599

**NNGO 351 - Nonprofit Boards and Governance**

Explores the roles of the nonprofit governing board and executive leadership in supporting the mission of the nonprofit organization including legal and financial responsibilities as well as organizational policy development.

Credits: 3

Rationale: This course has been offered five times since Spring 2014, under NNGO 490: Special Topics in Nonprofit and NGO Studies (with the topic listed either as Nonprofit Boards and Governance or as Board Member in Training). Because there is student demand for offering the course on a regular basis, we believe this should be a standalone course.

Non-Duplication: A thorough search of the course catalog was completed. No other course offerings with similar content were found.

New Course 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.08.36**

CIP: 44.0599

**NNGO 352 - Nonprofit Program Development and Evaluation**

Examines needs assessment, market analysis, program feasibility, service delivery options, implementation, and evaluation of nonprofit programs which align with the nonprofit's mission.

Credits: 3

Rationale: This course has been offered two times since Fall 2016, under NNGO 390: Special Topics in Nonprofit and NGO Studies. Because there is student demand for offering the course on a regular basis, we believe this should be a standalone course.

Non-Duplication: The Department of Marketing was notified with regard to this course and has indicated there is no significant duplication with any of their current course offerings.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

**CLAS19.20.09.02**



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**Other Academic Units**

**Center for Black Studies**

Go to information for this department.

Hide programs for this department.

**Minor**

~~Minor in Black Studies (18)~~

No active programs available

Display courses for this department.



Rationale: The Minor in Black Studies is being moved to the College of Liberal Arts and Sciences, and should be removed from the Center for Black Studies.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

CLAS19.20.09.03

**Other Academic Units**

**Minor in Black Studies**

~~The Black studies minor presents an interdisciplinary body of knowledge that examines the histories and cultures of African Americans with an appreciation for the historical, social, and political influences of Africa and the African Diaspora. Among other requirements students must analyze racism and its present-day manifestations in order to promote better understanding among ethnic and racial groups. Several university departments participate in the minor in Black studies including anthropology, economics, geographic and atmospheric sciences, history, political science, and sociology. A maximum of 9 semester hours may be applied toward the minor from any one department with the exception of Black Studies (BKST) courses. Students may apply up to 6 semester hours from their major course of study to the minor.~~

~~Check departmental information for additional requirements.~~

~~Requirements (18)~~

~~Core Courses (9)~~

- ~~● BKST 200 Racism in American Culture and Society Credits: 3~~

~~Available for general education credit.~~

~~BKST 200 also fulfills the Human Diversity Requirement.~~

- ~~● BKST 300 Foundations of Black Studies Credits: 3~~

~~Available for general education credit.~~

~~This is a society and culture general education course for the Learning Pathway.~~

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- ~~BKST 493 Afrocentricity Credits: 3~~

~~Additional course work (0)~~

~~Three of the following (0)~~

- ~~ANTH 404 Peoples and Cultures of the Caribbean Credits: 3~~
- ~~BKST 202 Issues Facing African American Students Credits: 3~~
- ~~BKST 211 Educating for Cultural Sensitivity Credits: 3~~  
~~Available for general education credit.~~  
~~BKST 211 also fulfills the Human Diversity Requirement.~~
- ~~BKST 210 Introduction to African Studies Credits: 3~~  
~~Available for general education credit.~~  
~~This is a society and culture general education course for the Global Connections Pathway.~~
- ~~BKST 302 Topics in Black Studies Credits: 3~~
- ~~BKST 312 Social Philosophy of Hip Hop Culture Credits: 3~~
- ~~BKST 350 Black Economics Credits: 3~~
- ~~BKST 402 The Africana Woman Credits: 3~~
- ~~BKST 405 Contemporary Issues of Black Men Credits: 3~~
- ~~BKST 420 Black Religion in America Credits: 3~~
- ~~BKST 440 Black Liberation Movements Credits: 3~~  
~~Available for general education credit.~~
- ~~BKST 445 Independent Study in Black Studies Credits: 1-3~~
- ~~ECON 341 Economic Area Studies Credits: 3 C. Africa, South of the Sahara~~
- ~~GEOG 336 Geography of Africa Credits: 3~~
- ~~HIST 348 African History to 1600 Credits: 3~~  
~~HIST 348 also fulfills the Human Diversity Requirement.~~
- ~~HIST 349 African History Since 1600 Credits: 3~~  
~~Available for general education credit.~~  
~~HIST 349 also fulfills the Human Diversity Requirement.~~
- ~~HIST 353 Women in African History Credits: 3~~  
~~HIST 353 is a writing infused course.~~  
~~HIST 353 also fulfills the Human Diversity Requirement.~~
- ~~HIST 354 History of Black American Business and Entrepreneurship Credits: 3~~  
~~HIST 354 also fulfills the Human Diversity Requirement.~~
- ~~HIST 355 History of Black American Music Credits: 3~~  
~~Available for general education credit.~~  
~~HIST 355 is a writing infused course.~~  
~~This is a society and culture general education course for the Creativity, Innovation, and Change Pathway.~~
- ~~HIST 364 African American History to 1865 Credits: 3~~

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- ~~Available for general education credit.~~
- ~~HHST 270 also fulfills the Human Diversity Requirement.~~
- ~~● HHST 365 African American History Since 1865 Credits: 3~~
- ~~Available for general education credit.~~
- ~~HHST 271 also fulfills the Human Diversity Requirement.~~
- ~~● HHST 375 Civil Rights Movement, 1954-1974 Credits: 3~~
- ~~HHST 375 is a writing infused course.~~
- ~~HHST 375 also fulfills the Human Diversity Requirement.~~
- ~~● HHST 440 Islam and Colonialism in Africa Credits: 3~~
- ~~HHST 440 is a writing infused course.~~
- ~~HHST 440 also fulfills the Human Diversity Requirement.~~
- ~~● HHST 441 The African Diaspora Credits: 3~~
- ~~HHST 441 also fulfills the Human Diversity Requirement.~~
- ~~● JOUR 490 Ethnic Minorities and the News Media Credits: 3~~
- ~~● POLS 368 Politics of Africa Credits: 3~~
- ~~● SOCI 361 Race and Ethnicity Credits: 3~~
- ~~● THEA 477 African American Theatre Credits: 3~~

Rationale: The Minor in Black Studies is being moved to the College of Liberal Arts and Sciences, and should be deleted from the Center for Black Studies.

### College of Liberal Arts and Sciences

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

CLAS19.20.09.04

#### College of Liberal Arts and Sciences

↓

#### Interdisciplinary Minors

↓

Departments in the college also participate in the interdisciplinary minors in ~~black studies,~~ environmental management systems, and gerontology.

↓

Rationale: The Minor in Black Studies is being moved to the College of Liberal Arts and Sciences, and should be removed from the list of interdisciplinary minors outside the college.

Other Catalog Change 2019-20 Undergraduate Catalog [LINK](#)

CLAS19.20.09.05

### College of Liberal Arts and Sciences

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**Programs**

**Minor**

- **Minor in Black Studies (18)**
- Minor in Classical Studies (24)
- ↓
- Minor in Women's and Gender Studies (18)

↓

**Certificate of Undergraduate Study**

- Asian American Studies (12)
- **Black Studies (12)**
- Film and Television Studies (15)
- ↓
- Women's and Gender Studies (12)

Rationale: In consultation with the dean of the College of Liberal Arts and Sciences and the office of Academic Diversity, Equity, and Inclusion, we feel that moving the Black Studies minor from Other Academic Units programs to CLAS minors is appropriate. Simply, all of the other ethnic/identity studies minors (Southeast Asian Studies, Latino Studies, Women's and Gender Studies, and LGBTQ+ Studies) are housed in CLAS. The overwhelming majority of the courses constituting the BKST minor are in fact Liberal Arts and Sciences courses. This move would keep us in line with similar programs and more accurately reflect the nature of our courses. The new Certificate of Undergraduate Studies in Black Studies will also be housed in CLAS.

**Environmental Studies**

New Course                      2019-20 Undergraduate Catalog NO LINK      **CLAS19.20.09.11**

CIP: 45.0602

**ENVS 186X - Introduction to Environmental Economics**

*Crosslisted as ECON 186.* Overview of economic analyses of environmental issues such as pollution and resource management. Introduction to marginal thinking, market-based solutions, and government management. Focus on current issues and applying economics in an interdisciplinary manner to other environmental fields.

Credits: 3

Rational: This course is designed as an introductory economics course for non-economics majors to attract new students into the ECON major, as well as provide greater economic education to the NIU student body. The reason for a cross-listing is because the course is particularly aimed at students in the ENVS major who wish for some exposure to economic thinking related to environmental problems; the cross-listing will allow students in ENVS and others looking for environmental courses to find this course in the Environmental Studies part of the catalog even if they had not previously thought to consider an economics course. This course stands in contrast to ECON 386, "Environmental Economics," which has a prerequisite of ECON 260, "Principles of Microeconomics." ECON 386 presents the theoretical foundations of environmental issues and operates using existing understanding

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of economics and some knowledge of calculus. ECON 260 is required for ECON majors and minors but does not count toward the ENVS major, while ECON 386 can count toward the ECON major and/or the ENVS major. There is great demand at NIU for environmentally focused courses, and this course is in service to that demand. Many students in the ENVS major but also across CLAS disciplines seek to understand economic and environmental issues in the news at an overarching level, but students are also sometimes loath to take classes that do not directly reflect their interests or do not count toward their graduation in their major. While 386 is an excellent course for students very focused on the mathematical and economic details of the environmental field, 186 offers a more generalized approach. ECON 186 blends together introductory microeconomics (supply, demand) with some macroeconomics (GDP accounting, discounting) to motivate the need to understand issues of externalities and international cooperation. The class also provides an overview of environmental valuation and cost-benefit analyses, which helps students looking at future environmental careers understand the process and lexicon they may encounter in the future. The course also allows either Professor Klis or a future joint hire of ECON/ENVS to teach in their field of expertise.

Non-Duplication: None. This is a crosslisting to an existing course, ECON 186.

**COLLEGE OF VISUAL AND PERFORMING ARTS**

Other Catalog Change: 2019-20 Undergraduate Catalog [LINK](#) **CVPA19.20.03.01**

**College of Visual and Performing Arts**

↓

The schools of the College of Visual and Performing Arts offer baccalaureate programs leading to the degrees Bachelor of Arts (B.A.), **Bachelor of Science (B.S.)**, Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.), and Bachelor of Science in Education (B.S.Ed.). The College of Visual and Performing Arts offers a contract major leading to the degree Bachelor of Arts (B.A.).

**First- and second-year majors in the College of Visual and Performing Arts are required to see their School advisor once a semester for advising.**

**School Names and Undergraduate Programs Offered**

School of Art and Design  
B.A. or B.S. in art

↓

*Rationale: Correction to introductory paragraph to include B.S that is currently offered. Advising statement added to clarify existing policy.*

**School of Art and Design**

New Course Proposal: 2019-20 Undergraduate Catalog **CVPA19.20.03.02**

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CIP Code: 50.0702

ARTS 449 - 3D Digital Sculpting

Create simple to complex models with 3D digital sculpting software and generate a useable output relating to the student's artistic area of interest. Models can be rendered for high-resolution 2D printing, output for 3D printing, or brought into animation software and rigged to add motion. May be repeated to a maximum of 6 credit hours.

Credits: 3

***Rationale:** This new class teaches students how to sculpt custom and original digital 3D models for use in 2D printing, 3D printing, or importing into animation software, thus serving a wide audience of our students. The current software used for this class is ZBrush, which has grown immensely in popularity among professional commercial and fine artists. I specifically learned ZBrush because I see its impact in the illustration and animation industry and believe our students should know how to use it before they graduate. I have incorporated it into my own work and feel my research has been elevated because of it. It is imperative that the SoAD continue to keep up with digital technology as it applies to the arts and design so that we may remain competitive and on par with current trends. Increasing technology offerings is also a part of Program Prioritization transformative pledge. ZBrush is taught at other design schools, i.e. RISD, UIC. It is a perfect complement to the digital fabrication class taught by Jamie Obermeier and will ultimately have more students learning about 3D printing. Students exercise their ability to understand spatial relationships when working on a 3D rotatable object. Illustration and 3D modeling job descriptions are starting to list familiarity with ZBrush and Rhino software in their requirements. ZBrush can be used for so many things, including character design, creating custom assets for animations, industrial design, 3D printing custom models, creating prototypes for larger sculptures (including a preview of what various materials will look like), high-resolution renders for 2D printing, the ability to add unique lighting and perspective to imagery since the user can pose the objects in any position and look at them from any angle, etc.*

*Non-duplication was checked with the College of Engineering. Mechanical Engineering indicated there was no significant overlap with any of their courses. No response was received from the Technology Department.*

Other Catalog Change: 2019-20 Undergraduate Catalog [LINK](#) **CVPA19.20.03.04**

**Art and Design Education (B.S.Ed.)**

↓

**Requirements in School (84)**

↓

**Requirements outside School (12)**

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**Total Hours for a Major in Art and Design Education: 91 **96****

***Rationale:** Correcting catalog to reflect accurate number of total hours.*

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### School of Music

Course Revision: 2019-20 Undergraduate Catalog [LINK](#) **CVPA19.20.03.06**

#### MUED 150 - Introduction to Music Education/Field Experience in Public Schools

Examination of current philosophies and practices in ~~education and~~ music education to provide students with early **emerging** perspectives and ~~direction~~ **pathways towards music teaching and learning**. Directed, supervised observation in a variety of educational settings. ~~Includes seminar and observation in public school classrooms to examine curriculum and methodology.~~ **Development of professional and holistic practices of effective teaching, including a focus on working with diverse learning styles, using culturally relevant pedagogy, and teaching in a variety of formal and non-formal contexts. Ten clinical hours are to be completed during the semester in a variety of K-12 settings as an introduction to field experience.** Required of all students in the music education emphasis.

Credits: 1

*Rationale: Course description was outdated, and modifications better articulate the content we are covering at this stage in the program.*

Course Revision: 2019-20 Undergraduate Catalog [LINK](#) **CVPA19.20.03.07**

#### MUED 250 - Elementary General Music Methods

~~Music materials, learning experiences, and teaching techniques for the~~ **Teaching and learning of comprehensive musicianship including listening, performing, and creating for learners in general music programs in at the elementary school level. Focus on lesson planning and assessment, classroom management and social emotional learning, and music education pedagogies and approaches for grades K-5.**

#### Prerequisites & Notes

PRQ: **Minimum NIU cumulative GPA of 2.50; Grade of C or better in MUTC 102 and MUTC 104 and MUED 150; and Grade of C or better in MUTC 102 and MUTC 104 or consent of school.** ~~minimum NIU cumulative GPA of 2.50; and successful completion of the ICTS Test of Academic Proficiency; or consent of school.~~ CRQ: MUED 251.

Credits: 3

*Rationale: Course description was outdated, and modifications better articulate the content we are covering at this stage in the program. Pre-reqs: The ICTS Test of Academic Proficiency is no longer a state requirement, so it does not need to be a pre-requisite for this course.*

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Course Revision: 2019-20 Undergraduate Catalog [LINK](#)

[CVPA19.20.03.08](#)

MUED 352 - Secondary Music Methods

Music materials, learning experiences, and teaching techniques for the ensemble music program in secondary schools. Focus on intermediate and advanced vocal or instrumental techniques, rehearsal pacing and pedagogy, assessment of students in performance classes, administrative skills, and Educator Teacher Performance Assessment (edTPA) preparation. Also covers some study of the general music program at the high school level.

Prerequisites & Notes

PRQ: Minimum NIU cumulative GPA of 2.50; Grade of C or better in MUTC 202, MUTC 204, MUSP 335, and MUED 350 and MUED 351; Grade of C or better in MUTC 202, MUTC 204, and MUSP 335; minimum NIU cumulative GPA of 2.50; and admission to educator licensure program. For students in the instrumental music area of study, a grade of C or better in four of the following: MUED 170, MUED 171, MUED 172, MUED 173, MUED 174. PRQ or CRQ: MUSP 336 or MUSP 337. CRQ: MUED 353 or consent of school.

Credits: 3

*Rationale: Course description was outdated, and modifications better articulate the content we are covering at this stage in the program. Adding MUSP 336/337 (Advanced Conducting) as a co-req formalizes our desire to have students take their second conducting class no later than the semester in which they are enrolled in Secondary Methods. The requirement that students earn a C or better in MUED 251 is being added to the PRQ to reinforce the sequencing of courses and to align with the requirement that students must earn a C or better in all courses required for licensure.*

Other Catalog Change:

2019 Undergraduate Catalog [LINK](#)

[CVPA19.20.03.09](#)

**Music (B.M.)**

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**Emphasis 1. Music Education**

**Requirements outside School**

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- EPS 405 - Issues in Human Development in the Elementary Through High School Years  
Credits: 3
- ETRA 422 - Technology and Assessment for Middle Level Education and Secondary Education Credits: 4
- ~~ETR 440 - Classroom Assessment Techniques Credits: 3~~
- PSYC 102 - Introduction to Psychology Credits: 3

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**Special requirements**

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Students must earn a C or better ... as assessed by the Music Education faculty. **Concerns will be brought to students' attention and interventions may be required in order for students to continue in the program.**

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Following full admission ... and student recital. ~~Vocal music education students are also expected to pass a piano proficiency exam prior to approval for student teaching.~~ Questions regarding requirements for music education should be directed to the Coordinator of Music Education.

***Rationale:** We would like to change the required assessment course for our students and have chosen ETRA 422 as an appropriate substitute after discussion with the ETRA department and their associate dean, Dr. David Walker. For the last few semesters, ETR 440 was being offered in the University schedule but was canceled due to low enrollment. ETRA 422 will be offered every semester in multiple sections and is a more viable option for our students in terms of scheduling. In terms of content, ETRA 422 incorporates knowledge of technology for assessment, an improvement over the previous course.*

*Students need to know that we assess knowledge, skills and dispositions, so added language helps to support that. Students are still required to take class piano and we do not have a separate piano proficiency exam offered every year; while we can require this in our Secondary Methods class for choral students, it does not need to be listed as a distinct requirement in the catalog in this section.*

**School of Music**

**WI** Course Revision: 2019-20 Undergraduate Catalog [LINK](#) **CVPA19.20.04.01**

MUED 350 - Middle School/Junior High Music Methods

Music materials, learning experiences, and teaching techniques for the general music and ensemble ~~music program~~ **setting in the middle school and junior high schools. Focus on adolescent development, beginning instrumental and vocal pedagogy, and culturally responsive teaching.**

**Prerequisites & Notes**

PRQ: **Minimum NIU cumulative GPA of 2.50;** Grade of C or better in MUED 250 **and MUED 251;** ~~minimum NIU cumulative GPA of 2.50;~~ and admission to educator licensure program; ~~or consent of school.~~ CRQ: MUED 351 **or consent of instructor.**

Credits: 3

***Rationale:** Course Description was outdated, and modifications better articulate the content we are covering at this stage in the program. Pre-reqs: We have a number of students who have not been able*

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*to complete the theory and aural skills sequence prior to taking MUED 350/351 (MS Methods and Clinicals) and MUSP 335 (Conducting I). In discussion with the Theory area, we determined that we are comfortable dropping the MUTC 202 and 204 pre-requisite requirement for MS clinicals so that more students can matriculate into the Intro to Conducting class at the same time they are taking the first methods class that requires them to work with an ensemble. Cooperating teachers have shared feedback that NIU students are not as advanced in their conducting skills as students from other schools. The requirement that students earn a C or better in MUED 251 is being added to the PRQ to reinforce the sequencing of courses and to align with the requirement that students must earn a C or better in all courses required for licensure.*

Course Revision: 2019-20 Undergraduate Catalog [LINK](#) [CVPA19.20.04.02](#)

MUED 351 - Clinical Experience in Middle School/Junior High Music

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Prerequisites & Notes

PRQ: [Minimum cumulative NIU GPA of 2.50](#); Grade of C or better in ~~MUTC 202 and MUTC 204~~ and MUED 250 and [MUED 251](#); ~~minimum NIU cumulative GPA of 2.50; completion of MUED 251~~; and admission to educator licensure program. CRQ: MUED 350 or consent of instructor.

Credits: 1

*Rationale: We have a number of students who have not been able to complete the theory and aural skills sequence prior to taking MUED 350/351 (MS Methods and Clinicals) and MUSP 335 (Conducting I). In discussion with the Theory area, we determined that we are comfortable dropping the MUTC 202 and 204 pre-requisite requirement for MS clinicals so that more students can matriculate into the Intro to Conducting class at the same time they are taking the first methods class that requires them to work with an ensemble. Cooperating teachers have shared feedback that NIU students are not as advanced in their conducting skills as students from other schools. The requirement that students earn a C or better in MUED 251 is being added to the PRQ to reinforce the sequencing of courses and to align with the requirement that students must earn a C or better in all courses required for licensure.*

Course Revision: 2019-20 Undergraduate Catalog [LINK](#) [CVPA19.20.04.03](#)

MUSC 390 - Internship in Music

~~A. Composition and Arranging~~

~~B. Recording Techniques~~

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*Rationale: Internship opportunities can go beyond the two areas currently listed. Eliminating the options will allow students to explore other relevant opportunities, for example, music business or music education. Topic of the internship will be entered in schedule of classes and appear on student transcript.*

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New Course: 2019-20 Undergraduate Catalog **CVPA19.20.05.01**

CIP Code: 50.01

IVPA 300 - Interdisciplinary Seminar in Visual and Performing Arts  
Interdisciplinary study and/or practice of art and artistic expression including two or more disciplines and media. Topics announced. May be repeated to a maximum of 6 hours.

Prerequisites & Notes  
PRQ: Sophomore standing.

Credits: 1-3

*Rationale: Course will provide opportunity for interdisciplinary study and practice across various media and forms of artistic expression. The College of Visual and Performing Arts currently lacks a course that serves for more open-ended interdisciplinary topics, and cross-listing of courses is difficult within the college because of lack of alignment on (differences in) credit hours, grading, etc. among various classes.*

*Regarding non-duplication, this course is specific to the College of Visual and Performing Arts.*

**School of Theatre and Dance**

New Course: 2019-20 Undergraduate Catalog **CVPA19.20.05.02**

CIP Code: 50.05

TH-D 206 - Modern Dance I  
Basic performance techniques in fundamentals of modern dance. Concurrent enrollment in multiple sections or topics is permissible with a maximum of 2 semester hours per semester. May be repeated for a maximum of 8 semester hours.

Credits: 1

*Rationale: This course is currently being offered under TH-D 205 Dance Techniques 1, but we are restructuring the sections into separate classes to clarify the different technique courses offered in the dance program.*

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

New Course: 2019-20 Undergraduate Catalog **CVPA19.20.05.03**

CIP Code: 50.05

TH-D 208 - Modern Dance II

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Techniques for performance in advanced beginning modern dance. Concurrent enrollment in multiple sections or topics is permissible with a maximum of 2 semester hours per semester. Proficiency requirement. May be repeated to a maximum of 8 credit hours.

Credits: 1

***Rationale:** This course is currently being offered under TH-D 207 Dance Techniques II, but we are restructuring the sections into separate classes to clarify the different technique courses offered in the dance program.*

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

New Course: 2019-20 Undergraduate Catalog

**CVPA19.20.05.04**

CIP Code: 50.05

THEA 414 - Actor's Process Integration

Review and integration of all the skills learned in previous semesters of performance classes and application to the creation of a consistent rehearsal/performance process.

Prerequisites & Notes

PRQ: Admission to acting emphasis or consent of school.

Credits: 2

***Rationale:** The BFA Acting students take 5 semesters of Acting, Voice, and Movement. What the Performance Area faculty has realized the students are missing is a course in which they integrate all of this knowledge into a cohesive, linear, and consistent creative process. The students need a course to review and integrate the skills learned, systematize a personal rehearsal and performance process, and apply it to the creation of a role. This course would serve this missing link in the BFA acting students' training and would be offered in the fall semester of the senior year.*

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

New Course: 2019-20 Undergraduate Catalog

**CVPA19.20.05.05**

CIP Code: 50.05

THEA 418 - Acting On-Camera II: Reel Production

Application of advanced skills on-camera through various projects and exercises, including partnered reels of original content for screening at the Chicago showcase. Designed to prepare each student to fully integrate acting technique and personal preparation for the world of television and film.

Prerequisites & Notes

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PRQ: THEA 416 or consent of school.

Credits: 3

*Rationale: The BFA Acting program is meant to prepare students for careers in acting. Previously, we only offered one semester of On-Camera Acting. The first class (THEA 416: On-camera Acting), is based in the acquisition of skills for acting on-camera, which are vital for actors who hope to enter today's entertainment industry. This additional course (THEA 418) gives us a chance to provide our students with practical experience in the application of these skills in real-world ways, including audition technique, character development, and reel-production. The production of reels has become a very important part of our program, as our Chicago Showcase has become known for its screening of student talent on the big-screen.*

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

**School of Theatre and Dance**

New Course: 2019-20 Undergraduate Catalog

CVPA19.20.06.06

CIP Code: 50.05

THEA 406 - Physicality and Rhetoric for Heightened Language

Study and practice of the movement styles and vocal demands necessary for performance of Elizabethan and Restoration/Neoclassic theatre. Continued exploration of the Fitzmaurice system of de-structuring and re-structuring and the Williamson Physical Technique. Topics addressed: Scansion, Imagery, Rhetoric, and use of the voice in outdoor settings.

Prerequisites & Notes

PRQ: THEA 310 or consent of school. CRQ: THEA 408

Credits: 2

*Rationale: Before this course was offered, students did not have access to dedicated voice and movement work at the end of their training when they need it the most. This course is designed to complement and reinforce the lessons in the capstone acting class, THEA 408 Verse Drama.*

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*