

OFFICIAL MINUTES

APPROVED  
ELECTRONICALLY  
2023.04.27

**Baccalaureate Council Meeting**  
**8th Meeting / Academic year 2022-23**  
**TEAMS ONLY**

**12:30 – 3:00 p.m., Thursday, April 13, 2023**

Voting Members Present: A. Schatteman (CLAS), A. Ferguson (BUS), A. Linnars (CLAS), A. Guzman (CLAS), B. Fonseca (CEET), B. McGowan (University Libraries), B. Hart (CVPA), E. Sebastiao (CEDU), J. E. Strid (CEDU), M. Myles (Advising), M. Shokrani (CHHS), N. Andzik (EDU), R. Houze (CVPA), S. Ehsani (BUS), T. Gidaszewski (CLAS)

Voting Members Absent: A. Saravanan (CHHS), K. Thepboriruk (CLAS), C. Kuja (CLAS Student), A. Zaker (CBUS Student), Elena Ruzzo (CEET Student)

Ex-Officio Non-Voting Members Present: O. Ghrayeb (Senior Vice Provost), A. Hutchinson (Educational Services and Programs Representative), C. Schmitz (Registration & Records Director), C. Garvey (Admissions), E. Armstrong (Student Affairs Designee), M. Lagunas (Admissions Director), C. McFarland McKee (Curriculum Coordinator and Catalog Editor)

Ex-Officio Non-Voting Members Absent: K. Saalfeld (Transfer Center Coordinator)

Upon confirmation of a quorum, the Baccalaureate Council (BC) meeting was called to order at 12:30 p.m. by Chair Omar Ghrayeb, Senior Vice Provost, Academic Affairs.

- I. **ADOPTION OF AGENDA** – Ghrayeb called for a motion to adopt the agenda for April 13, 2023. Shokrani moved approval, Ferguson seconded. **MOTION TO ADOPT AGENDA PASSED UNANIMOUSLY.**
- II. **APPROVAL OF MINUTES** – Ghrayeb affirmed that the minutes of the March 9, 2023, meeting were approved electronically as of March 13, 2023, and distributed to members via email on the same day.
- III. **ANNOUNCEMENTS** - McFarland McKee made the following announcements.
  - The Presidential Commission on Race and Ethnicity (PCORE) survey responses due by Friday, April 21, 2023. The link to the survey was distributed to BC members by email on 2023.03.29 and was also included in the meeting agenda.
  - Section E Expedited Curricular Changes were distributed electronically for member review on 2023.04.06
  - The 2023-2024 Undergraduate and Graduate Catalogs have been published electronically.

- BC members were encouraged to review the terms of their appointments and remind colleges of need for nominations for AY23-24.
- The final BC Meeting of AY 2022-2023 will be 2023.05.11 on Teams. Ghrayeb noted that will be his last meeting with BC.

#### IV. DISCUSSION AGENDA

- ***Section A - For inclusion in the 2024-2025 Catalog***

1. **College of Business** – Ghrayeb called for a motion to approve the curricular items from two College of Business Curriculum Committee meetings in Section IV.A.1 of the agenda. Shokrani moved approval, Strid seconded. Following a brief discussion and clarifications, Ghrayeb called for a vote. **MOTION TO APPROVE THE CBUS SUBMISSIONS PASSED UNANIMOUSLY.**

CBUS 09 (AY 2022-2023)

- CBUS22.23.09.01 / Course Revision MKTG 295 change in PRQ
- CBUS22.23.09.02 / Course Revision MKTG 370 adding another PRQ course

CBUS 11 (AY 2022-2023)

- CBUS22.23.11.01 / Other Catalog Change Fundamental Business Requirements removing UBUS 100
- CBUS22.23.11.02 / Program Revision Accountancy (B.S.) removing UBUS 100
- CBUS22.23.11.03 / New Course FINA 481 Financial Analysis and Visualization
- CBUS22.23.11.04 / New Course FINA 482 Machine Learning in Finance
- CBUS22.23.11.05 / Program Revision Finance (B.S.) removing UBUS 100, adding new courses
- CBUS22.23.11.06 / Program Revision Minor in Finance adding new courses
- CBUS22.23.11.07 / Program Revision FinTech, removing OMIS 473, adding new courses
- CBUS22.23.11.08 / Program Revision Business Administration (B.S.) removing UBUS 100
- CBUS22.23.11.09 / Program Revision Management (B.S.) removing UBUS 100
- CBUS22.23.11.10 / Program Revision Marketing (B.S.) removing UBUS 100
- CBUS22.23.11.11 / Program Revision Operations and Information Management (B.S.) removing UBUS 100

2. **College of Education** – Ghrayeb announced that there we no curricular

items from the College of Education.

3. **College of Engineering** – Ghrayeb noted that there were no curricular items from the College of Engineering and Engineering Technology.
4. **College of Health and Human Sciences** – Ghrayeb called for a motion to approve the two curricular items from the College of Health and Human Sciences Curriculum Committee meetings in Section IV.A.4 of the agenda. Ferguson moved approval, seconded by Shokrani.

During discussion, Strid noted that regarding the proposed changes to the nursing program, it is important for clinical experiences to go smoothly but that it can be hard for some students to get transportation to the clinical site, as they have discovered in the College of Education. He questioned whether there is a support system to help students with this obstacle. Ghrayeb commented that is a good point that is not addressed and that ADEI is looking into the issue, because it is a problem not only for Health and Human Sciences, but for Education as well because many students do not have transportation and cannot pay for transportation to get to the clinical site. Although there was money available to assist students last year, it was a temporary solution, and a more permanent solution is needed, such as fees for clinicals to help students who cannot afford the transportation. Ghrayeb noted that while this is an issue, it is not an issue related to the approval of the curricular item. Strid agreed that his concern was tangential but noted that the curricular submission provided an opportunity to raise the issue.

There being no further questions or discussions, Ghrayeb called for a vote.  
**MOTION TO APPROVE THE CHHS SUBMISSIONS WAS APPROVED UNANIMOUSLY.**

CHHS 16 (AY 2022-2023)

- CHHS22.23.16.01 / Other Catalog Change Nursing Program General Information

CHHS 18 (AY 2022-2023)

- CHHS22.23.18.01 / Other Catalog Change Minor in Health Education description

5. **College of Liberal Arts and Sciences** – Ghrayeb announced that there no curricular items from the College of Liberal Arts and Sciences.
6. **College of Visual and Performing Arts** – Ghrayeb noted that there no curricular items from the College of Visual and Performing Arts.

- ***Section C - For inclusion in the 2023-2024 Catalog***

**Curricular Deans** – Ghrayeb called for a motion to approve the first policy

proposal from the Curricular Deans regarding unenrollment for non-attendance and university-initiated withdrawal. Guzman moved approval, second by Strid.

Ghrayeb introduced the proposal by noting that for financial aid purposes, NIU is a non-attendance institution, and we cannot officially take attendance. Faculty members can give incentives for attendance, but we cannot officially take attendance in every class because that would violate financial aid regulations. However, we have cases where students register for a course and simply do not show up right at the beginning of the semester. In most cases, students do not show up because they did not realize they had registered for the course. They find out when they were registered for a class they had not attended when they receive a bill from the bursar's office or see an F on their transcript. Then they must come back and go through a long appeal process. Curricular Deans discussed this problem and concluded that it is easy for faculty members, in the first couple weeks of class, to notice who is not there, as they are trying to get to know their students that are on the roster. If a student is not consistently there for the first couple of weeks, faculty can reach out to the Associate Dean's office and notify them. The proposed policy gives the legal coverage to the college to withdraw the student from that course that they never attended the first couple of weeks but cannot do that without contacting students with at least three documented attempts.

During extensive discussion, the following concerns were raised by Council members:

#### Philosophical Concerns

- Some expressed concerns about the underlying principles of the policy.
- Proposed policy allows students to be removed from courses without their consent.
- Policy will remove personal responsibility and accountability for students
- If a student is unenrolled through this process, why is there a separate process for them to re-enroll? Can it just be treated just like any late add course after week 3 of the semester?
- How many students is this policy intended to address? Is this such a large concern that we need to create a policy, or can this best be handled using exceptions?
- Can we capture data on the size of the problem at NIU in the past, and the potential number of students in the future who may be impacted?
- Is there benchmarking available on similar policies at other institutions?

#### Procedural Concerns

- Some were concerned about the feasibility and logistics of the policy implementation.
- How will student absences be verified when attendance is not taken?
- Potential for inequity in the application of policy – absence of students who do not blend in with the majority of students in class may be more

noticeable, and students of color may be more likely to be subjected to university-initiated withdrawal from course

- We are in a space now in which students are not attending classes on a regular basis. The volume will likely increase once people think it is an option to remove people from their roster. How will this workload be distributed? Who must initiate and verify non-attendance? Who will be responsible for making the required 3 contacts with students? Advisors? Faculty? Department or college offices?
- Some students enroll purposefully in courses to establish full-time status, but do not intend to take the class.
- Some members were concerned that their input had not been sought on the policy. The suggestion was made that more steps be taken to vet the policy before it is finalized, such as Curricular Deans sharing the policy with their faculty for input.

Guzman spoke in support of the policy, noting that this type of policy was already in place at previous institutions where Guzman taught. However, given the number of concerns raised about the policy, Guzman withdrew the motion to approve, with the consent of the second (Strid). The proposal was tabled, with the proposed policy to be returned to the Curricular Deans to 1) gather more data on the number of students the policy would potentially impact, 2) identify benchmark policies at other institutions; and 3) share the proposal with faculty and curriculum committees in their college to gather additional input.

#### CD 06 (AY 2022-2023)

- CD22.23.06.01 / Addition to Academic Regulations regarding new Unenrollment for Non-Attendance and University Initiated Withdrawal policies – **TABLED**

Ghrayeb introduced the second proposal that came from the Curricular Deans, noting that we have a significant number of students who come to NIU with courses from previous institutions and we have articulation tables that allow the transfer of courses on these tables to be automatically transferred. If a course is not on the articulation table, it will come in as a general elective and not count toward any degree requirement unless understands and initiates a course evaluation. Ghrayeb noted that about 20% of the total transfer courses fall into that latter category, and that is not fair to our students, specifically to our more than 50% first generation students who do not even know that it is possible to request a course evaluation. Ghrayeb explained that a working group, led by Cody Schmitz and comprised of associate deans, chairs, faculty members, and advisors, reviewed the transfer credit process. The goal was to make the transfer credit evaluation process smoother and more proactive, removing the burden on students so the transfer evaluation work can be triggered and done centrally. Ghrayeb called for a motion on the policy to open discussion. Strid moved approval, seconded by McGowan.

Schmitz explained the proposal in which 100 and 200 level courses will be accepted for transfer equivalence by Registration and Records if the content is a 70% match, and those courses that are borderline or questionable would still be

sent to the technical unit for evaluation. Schmitz noted that the proposal takes all the processes already in place and creates a more coherent structure that takes the student out of being responsible for finding out what the policies are, who to ask about them, and how to navigate the system on their own. Schmitz noted that the process currently operates by unwritten rules, a system that is inherently inequitable because it is going to privilege students who have the knowledge and the resources to know who to ask and how to get what they need, and we are leaving other students out in the cold.

Myles and Ferguson questioned whether this process should be included in the catalog. Ghrayeb noted that if it is not in the catalog, we don't have any leverage to enforce it, and the 70% content match needs to be clearly identified in the catalog. Schmitz noted that the transfer credit evaluation policy is recommended to be included in the General Provisions section of the catalog, where we specify things like grades needed for transfer and specify accreditation expectations for transferability.

Linner asked whether the process would distinguish between in-person and purely online courses. Ghrayeb noted that even internally, we are not differentiating between online and face-to-face course offerings, and that sometimes the same course can be taught in different modalities from one semester to the next. The assumption is that the learning outcomes will be the same, regardless of whether the course is taught in person or online. Linner reiterated concerns about accepting online courses for transfer credit through this policy, noting that getting information about the quality and content of online courses can be difficult. Ghrayeb assured Linner that as an accredited institution, we don't accept any course from an institution that is not accredited. He also noted that we cannot simply say that if a course is taught online, we are not going to accept it for credit because we also teach courses online.

There being no further discussion, Ghrayeb called for a vote. **MOTION TO APPROVE THE CURRICULAR DEAN'S SUBMISSION TO ADD NEW TRANSFER CREDIT EVALUATION PERCENTAGES TO THE CATALOG WAS APPROVED UNANIMOUSLY.**

CD 08 (AY 2022-2023)

- CD22.23.08.01 / Addition to Academic Regulations General Provisions regarding new transfer credit evaluation match percentages

**V. UNFINISHED BUSINESS**

Ghrayeb invited Schatteman to talk about the GEC Pathways Recommendation. Schatteman, as Chair of the General Education Committee, shared that the GEC is going through the results of the General Education Realignment Survey. She noted the GEC has been getting back a lot of good responses and is close to getting surveys on all the requested courses. She explained that some departments have asked about the Pathways, noting that some courses may be viewed as no longer appropriate for the Gen Ed curriculum, but they are in one of the Pathways. Schatteman shared that the GEC had previously reviewed the

Pathways and had made a recommendation to reduce the number of Pathways from seven down to three. That recommendation was distributed with the agenda for this meeting and had previously been presented to the Baccalaureate Council in 2020 but was never executed. She wanted to bring it back to the Baccalaureate Council for discussion to see what the members wanted to do about the Pathways proposal. Schatteman clarified that the Pathways are not required, but the purpose of the Pathways was to allow students to theme their general education courses and receive a notation on their transcript if they fulfilled a Pathways requirement.

Ferguson observed that philosophically, we want students to have a broad general education through the Knowledge Domain requirements, and then we introduce a specialization aspect to general education through the Pathways. She commented that it is almost as if there are majors and minors in the general education program, with the Knowledge Domains as majors and the Pathways as minors.

Ghrayeb noted that there are a minimal number of students who fulfill the requirement of any of the Pathways options, and that the GEC spent a full year reviewing the Pathways and did a superb job coming up with two proposals: 1) get rid of all Pathways, or 2) keep three Pathways but improve those three, making them easy to implement and easy to understand. Ghrayeb shared that with the new Provost and new Vice Provost, there will hopefully be more bandwidth to discuss and move forward with the Pathways proposal.

- VI. **NEW BUSINESS** – Ghrayeb asked for any new business that members wanted to bring forward. No new business was offered.
- VII. **ADJOURNMENT** – Ghrayeb called for a motion to adjourn the meeting. Myles moved to adjourn, seconded by Shokrani. The eighth meeting of the Baccalaureate Council for AY2022-2023 was adjourned at 2:07 p.m. The final meeting of the Baccalaureate Council for AY2022-2023 will be May 11, 2023 on Teams.

Respectfully submitted,

Carol McFarland McKee  
Curriculum Coordinator/Catalog Editor

## AGENDA

### Baccalaureate Council Meeting 8th Meeting / Academic year 2022-23 **TEAMS ONLY**

12:30 – 3:00 p.m., Thursday, April 13, 2023

#### I. ADOPTION OF AGENDA

#### II. APPROVAL OF MINUTES

- *Minutes of meeting of 2023.03.09 were approved electronically as of 2023.03.13. Official Minutes were distributed electronically same day.*

#### III. ANNOUNCEMENTS

- Presidential Commission on Race and Ethnicity (PCORE) survey responses due by Friday, April 21, 2023 – *Link distributed to BC members in email on 2023.03.29* [https://niu.az1.qualtrics.com/jfe/form/SV\\_cMhxVrmHKrWAiC](https://niu.az1.qualtrics.com/jfe/form/SV_cMhxVrmHKrWAiC)
- Section E Expedited Curricular Changes - *Distributed electronically for review on 2023.04.06*
- 2023-2024 Undergraduate and Graduate Catalogs have been published electronically.
- Reminder about BC member appointments and nominations for AY23-24. Terms of current members at <https://www.niu.edu/university-council/committees/bc.shtml>
- Final BC Meeting of AY 2022-2023 – *2023.05.11 on Teams*

#### IV. DISCUSSION AGENDA

- ***Section A - For inclusion in 2024-2025 Catalog***

##### ***1. College of Business***

##### CBUS 09 (AY 2022-2023)

- CBUS22.23.09.01 / Course Revision MKTG 295 change in PRQ
- CBUS22.23.09.02 / Course Revision MKTG 370 adding another PRQ course

##### CBUS 11 (AY 2022-2023)

- CBUS22.23.11.01 / Other Catalog Change Fundamental Business Requirements removing UBUS 100
- CBUS22.23.11.02 / Program Revision Accountancy (B.S.) removing



UBUS 100

- CBUS22.23.11.03 / New Course FINA 481 Financial Analysis and Visualization
- CBUS22.23.11.04 / New Course FINA 482 Machine Learning in Finance
- CBUS22.23.11.05 / Program Revision Finance (B.S.) removing UBUS 100, adding new courses
- CBUS22.23.11.06 / Program Revision Minor in Finance adding new courses
- CBUS22.23.11.07 / Program Revision FinTech, removing OMIS 473, adding new courses
- CBUS22.23.11.08 / Program Revision Business Administration (B.S.) removing UBUS 100
- CBUS22.23.11.09 / Program Revision Management (B.S.) removing UBUS 100
- CBUS22.23.11.10 / Program Revision Marketing (B.S.) removing UBUS 100
- CBUS22.23.11.11 / Program Revision Operations and Information Management (B.S.) removing UBUS 100

**2. College of Education – No Curricular Items**

**3. College of Engineering – No Curricular Items**

**4. College of Health and Human Sciences**

CHHS 16 (AY 2022-2023)

- CHHS22.23.16.01 / Other Catalog Change Nursing Program General Information

CHHS 18 (AY 2022-2023)

- CHHS22.23.18.01 / Other Catalog Change Minor in Health Education description

**5. College of Liberal Arts and Sciences – No Curricular Items**

**6. College of Visual and Performing Arts – No Curricular Items**

• ***Section C - For inclusion in the 2023-2024 Catalog***

**Curricular Deans**

CD 06 (AY 2022-2023)

- CD22.23.06.01 / Addition to Academic Regulations regarding new Unenrollment for Non-Attendance and University Initiated Withdrawal policies

CD 08 (AY 2022-2023)

- CD22.23.08.01 / Addition to Academic Regulations General Provisions regarding new transfer credit evaluation match percentages

**V. UNFINISHED BUSINESS**

- Pathways Recommendation from the GEC – Alicia Schatteman

**VI. NEW BUSINESS**

**VII. ADJOURNMENT**

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SECTION A – For inclusion in the 2024-25 Undergraduate Catalog

**COLLEGE OF BUSINESS**  
**DEPARTMENT OF MARKETING**

Course revision      **CBUS22.23.09.01**      2022-23 UG Catalog [LINK](#)

**MKTG 295 – Principles of Marketing**

↓

Prerequisites & Notes

PRQ: ~~Sophomore~~ **Junior** standing.

Credits: 3

*Rationale: The Department of Marketing has determined, based on data over the past few years, that students with junior standing are able to fully understand the concepts that are taught in the class. Current data suggests that 25% of sophomores who took the class in 2021 earned a D or F or Withdrew from the class. This is compared to 2017 when it previously had a junior status prerequisite, 0% of students had a DFW in the course. Furthermore, junior standing will be more consistent with the College of Business Fundamental Business Requirements of courses.*

*This will not affect any articulation agreements we have with our community college partners.*

*The following departments, who require MKTG 295 for their majors or list it as an elective for one of their programs, have been notified: Computer Science, Health Studies, Kinesiology and Physical Education, Family and Consumer Sciences, and Communication.*

Course revision      **CBUS22.23.09.02**      2022-23 UG Catalog [LINK](#)

**MKTG 370 – Principles of Digital Marketing**

↓

Prerequisites & Notes

PRQ: **UBUS 288 (for College of Business majors only)** and MKTG 295.

Credits: 3

*Rationale: UBUS 288 is a recent College of Business required course, and the Department of Marketing has determined that it would be beneficial for business majors to complete the data analytics course prior to taking MKTG 370.*

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## COLLEGE OF BUSINESS

Other catalog change      **CBUS22.23.11.01**      2023-24 UG Catalog [LINK](#)

### **Fundamental Business Requirements (52-55)**

#### Fundamental Business Requirement Courses

- ACCY 206 - Introductory Financial Accounting Credits: 3  
↓
- PSYC 102 - Introduction to Psychology Credits: 3  
Available for General Education credit in the Society and Culture Domain.
- ~~UBUS 100 - Career Compass Credits: 0  
This course is required for freshmen only.~~
- UBUS 110 - Business in Action Credits: 3  
Available for General Education credit in the Creativity and Critical Analysis Knowledge Domain.
- UBUS 200 - Passport Introduction Credits: 0
- UBUS 223 - Introduction to Business Statistics Credits: 3
- UBUS 288 - Introduction to Business Data and Analytics Credits: 3
- UBUS 400 - Passport Culmination Credits: 0

*Rationale: Based on the current ongoing review of UBUS curriculum and a task force review on college-wide career coursework, UBUS 100 is being deleted from the Fundamental Business Requirements courses. Career topics have been absorbed in department career courses.*

## DEPARTMENT OF ACCOUNTANCY

Other catalog change      **CBUS22.23.11.02**      2023-24 UG Catalog [LINK](#)

### **Accountancy (B.S.)**

#### Limited Retention Requirements



#### Fundamental Business Requirements (52-55)

- ACCY 206 - Introductory Financial Accounting Credits: 3  
↓
- PSYC 102 - Introduction to Psychology Credits: 3  
Available for General Education credit in the Society and Culture Domain.
- ~~UBUS 100 - Career Compass Credits: 0~~

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**SECTION A – For inclusion in the 2024-25 Undergraduate Catalog**

~~This course is required for freshmen only.~~

- UBUS 110 - Business in Action Credits: 3  
Available for General Education credit in the Creativity and Critical Analysis Knowledge Domain.
- UBUS 200 - Passport Introduction Credits: 0
- UBUS 223 - Introduction to Business Statistics Credits: 3
- UBUS 288 - Introduction to Business Data and Analytics Credits: 3
- UBUS 400 - Passport Culmination Credits: 0

*Rationale: Based on the current ongoing review of UBUS curriculum and a task force review on college-wide career coursework, UBUS 100 is being deleted from the Fundamental Business Requirements courses. Career topics have been absorbed in department career courses.*

**DEPARTMENT OF FINANCE**

New course

**CBUS22.23.11.03**

2023-24 UG Catalog [LINK](#)

CIP: 52.0801

Component: Lecture

**FINA 481 - Financial Analysis and Visualization**

Introduce various concepts, tools, and techniques of data visualization. Apply data visualization techniques for financial analysis, portfolio management, financial statement analysis, and risk management.

Prerequisites & Notes

PRQ: Satisfactory completion of the finance core (FINA 330, FINA 340, and FINA 350) and FINA 480.

Credits: 3

*Rationale: The world of finance and accounting is awash in data, structured or unstructured. To extract information from big data, one must clean, organize, and present data in a way that enables us to interpret and analyze data. One of the best ways to do that is visually. Effective visualization of complex data allows for useful insights, effective communication, and quick decision-making. This course aims to 1) equip the students with various concepts, tools, and techniques of data visualization, and 2) provide students with hands-on experience in applying data visualization techniques for financial analysis, portfolio management, financial statement analysis, and risk management.*

Note on Duplication: The chairs of the Department of Computer Science (Nick Karonis)

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**SECTION A – For inclusion in the 2024-25 Undergraduate Catalog**

*and the Department of Operations Management and Information Systems (Chang Liu) have been contacted and replied that there is no significant overlap between this course and a course within their department.*

New course                                      **CBUS22.23.11.04**                                      2023-24 UG Catalog [LINK](#)

CIP: 52.0801                                      Component: Lecture

**FINA 482 - Machine Learning in Finance**

Introduce fundamentals of machine learning with applications to finance. Focus on analyzing financial data and forecasting financial time series. Apply machine learning techniques to develop and backtest investment strategies.

**Prerequisites & Notes**

PRQ: Satisfactory completion of the finance core (FINA 330, FINA 340, and FINA 350) and FINA 490.

Credits: 3

***Rationale:** The global financial markets and institutions are increasingly disrupted by new technologies and advances in computing power. Machine learning in finance is now considered a key aspect of several financial services and applications, including asset management, risk management, credit analysis, and robo-advising. With large volumes of data, machine learning has the potential to draw better insights and make accurate predictions. Leading fintech and financial services companies are increasingly incorporating machine learning into their operations, resulting in a better-streamlined process, reduced risks, and better-optimized portfolios. Employers looking for students with skill sets in this area include banks, consulting firms, financial technology, and investment firms. The proposed course introduces students to the fundamentals of machine learning and its applications to finance.*

***Note on Duplication:** The chairs of the Department of Computer Science (Nick Karonis) and the Department of Operations Management and Information Systems (Chang Liu) have been contacted and replied that there is no significant overlap between this course and a course within their department.*

Other catalog change                                      **CBUS22.23.11.05**                                      2023-24 UG Catalog [LINK](#)

**Finance (B.S.)**

Limited Retention Requirements



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**SECTION A – For inclusion in the 2023-24 Undergraduate Catalog**

Fundamental Business Requirements (52-55)

- ACCY 206 - Introductory Financial Accounting Credits: 3  
↓
- PSYC 102 - Introduction to Psychology Credits: 3  
Available for General Education credit in the Society and Culture Domain.
- ~~UBUS 100 - Career Compass Credits: 0~~  
~~This course is required for freshmen only.~~
- UBUS 110 - Business in Action Credits: 3  
Available for General Education credit in the Creativity and Critical Analysis Knowledge Domain.
- UBUS 200 - Passport Introduction Credits: 0
- UBUS 223 - Introduction to Business Statistics Credits: 3
- UBUS 288 - Introduction to Business Data and Analytics Credits: 3
- UBUS 400 - Passport Culmination Credits: 0

Requirements in Department (28)

↓

Course work from the following (9)

- FINA 429 - Financial Planning Case Studies Credits: 3  
↓
- FINA 480 - Programming for Finance Credits: 3
- FINA 481 - Financial Analysis and Visualization Credits: 3
- FINA 482 - Machine Learning in Finance Credits: 3
- FINA 485 - Cases in Financial Decision Making Credits: 3  
*FINA 485 is a writing infused course.*
- FINA 490 - Finance Research Seminar Credits: 3

Course work from the following (3)

- FINA 429 - Financial Planning Case Studies Credits: 3  
If not used to fulfill requirement above.  
↓
- FINA 480 - Programming for Finance Credits: 3  
If not used to fulfill requirement above.
- FINA 481 - Financial Analysis and Visualization Credits: 3  
If not used to fulfill requirement above.
- FINA 482 - Machine Learning in finance Credits: 3  
If not used to fulfill requirement above.
- FINA 485 - Cases in Financial Decision Making Credits: 3  
If not used to fulfill requirement above.  
*FINA 485 is a writing infused course.*

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- FINA 490 - Finance Research Seminar Credits: 3  
If not used to fulfill requirement above.
- INTL 401 - Study Abroad Programs Credits: 1-9
- UBUS 485 - Business Consulting Project Credits: 3

*Rationale: Regarding the deletion of UBUS 100: Based on the current ongoing review of UBUS curriculum and a task force review on college-wide career coursework, UBUS 100 is being deleted from the Fundamental Business Requirements courses. Career topics have been absorbed in department career courses. Regarding the addition of FINA 481 and FINA 482: FINA 481 and FINA 482 are currently proposed new courses, and we would like them added to the lists of electives available for our finance majors.*

Other catalog change      **CBUS22.23.11.06**      2023-24 UG [LINK](#)

**Minor in Finance (24-25)**

↓  
Requirements (18)

↓  
And one of the following (3)

- FINA 429 - Financial Planning Case Studies Credits: 3  
↓
- FINA 480 - Programming for Finance Credits: 3
- **FINA 481 - Financial Analysis and Visualization Credits: 3**
- **FINA 482 - Machine Learning in Finance Credits: 3**
- FINA 485 - Cases in Financial Decision Making Credits: 3  
*FINA 485 is a writing infused course.*
- FINA 490 - Finance Research Seminar Credits: 3

*Rationale: FINA 481 and FINA 482 are currently proposed new courses, and we would like them added to the list of electives available for our finance minors.*

Other catalog change      **CBUS22.23.11.07**      2023-24 UG Catalog [LINK](#)

**FinTech (12)**

↓  
Required Courses (6)

↓  
Six semester credit hours to be selected from the following courses (6)  
Or courses from among relevant undergraduate offerings elsewhere in the university with approval of the academic program coordinator.

- FINA 480 - Programming for Finance Credits: 3



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- OR CSCI 240 - Computer Programming in C++ Credits: 4
- FINA 481 - Financial Analysis and Visualization Credits: 3
- FINA 482 - Machine Learning in Finance Credits: 3
- OMIS 324 - Introduction to Business Data Analytic Tools Credits: 3
- OMIS 452 - Database Management for Business Credits: 3
- OMIS 472 - Introduction to Business Intelligence Credits: 3
- ~~OMIS 473 - Data Visualization for Business Credits: 3~~
- OMIS 474 - Digital Analytics Credits: 3
- OMIS 482 - Predictive Business Analytics Credits: 3

*Rationale: FINA 481 and FINA 482 are currently proposed new courses that meet the need of students pursuing the FinTech Certificate. The deletion of OMIS 473 is a result of adding FINA 481, as FINA 481 will cover the financial analysis and visualization area.*

**DEPARTMENT OF MANAGEMENT**

Other catalog change

**CBUS22.23.11.08**

2023-24 UG Catalog [LINK](#)

**Business Administration (B.S.)**

↓

Business Administration Learning Competencies and Objectives

↓

Limited Retention Requirements

↓

Fundamental Business Requirements (52-55)

- ACCY 206 - Introductory Financial Accounting Credits: 3
- ↓
- PSYC 102 - Introduction to Psychology Credits: 3  
Available for General Education credit in the Society and Culture Domain.
- ~~UBUS 100 - Career Compass Credits: 0~~  
This course is required for freshmen only.
- UBUS 110 - Business in Action Credits: 3  
Available for General Education credit in the Creativity and Critical Analysis Knowledge Domain.
- UBUS 200 - Passport Introduction Credits: 0
- UBUS 223 - Introduction to Business Statistics Credits: 3
- UBUS 288 - Introduction to Business Data and Analytics Credits: 3
- UBUS 400 - Passport Culmination Credits: 0

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*Rationale: Based on the current ongoing review of UBUS curriculum and a task force review on college-wide career coursework, UBUS 100 is being deleted from the Fundamental Business Requirements courses. Career topics have been absorbed in department career courses.*

Other catalog change      **CBUS22.23.11.09**      2023-24 UG Catalog [LINK](#)

**Management (B.S.)**

↓  
Management Learning Competencies and Objectives

↓  
Requirements

↓  
Limited Retention Requirements

↓  
Fundamental Business Requirements (52-55)

- ACCY 206 - Introductory Financial Accounting Credits: 3  
↓
- PSYC 102 - Introduction to Psychology Credits: 3  
Available for General Education credit in the Society and Culture Domain.
- ~~UBUS 100 - Career Compass Credits: 0~~  
~~This course is required for freshmen only.~~
- UBUS 110 - Business in Action Credits: 3  
Available for General Education credit in the Creativity and Critical Analysis Knowledge Domain.
- UBUS 200 - Passport Introduction Credits: 0
- UBUS 223 - Introduction to Business Statistics Credits: 3
- UBUS 288 - Introduction to Business Data and Analytics Credits: 3
- UBUS 400 - Passport Culmination Credits: 0

*Rationale: Based on the current ongoing review of UBUS curriculum and a task force review on college-wide career coursework, UBUS 100 is being deleted from the Fundamental Business Requirements courses. Career topics have been absorbed in department career courses.*

**DEPARTMENT OF MARKETING**

Other catalog change      **CBUS22.23.11.10**      2023-24 UG Catalog [LINK](#)

**Marketing (B.S.)**

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Limited Retention Requirements



Fundamental Business Requirements (52-55)

- ACCY 206 - Introductory Financial Accounting Credits: 3  
↓
- PSYC 102 - Introduction to Psychology Credits: 3  
Available for General Education credit in the Society and Culture Domain.
- ~~UBUS 100 - Career Compass Credits: 0~~  
~~This course is required for freshmen only.~~
- UBUS 110 - Business in Action Credits: 3  
Available for General Education credit in the Creativity and Critical Analysis Knowledge Domain.
- UBUS 200 - Passport Introduction Credits: 0
- UBUS 223 - Introduction to Business Statistics Credits: 3
- UBUS 288 - Introduction to Business Data and Analytics Credits: 3
- UBUS 400 - Passport Culmination Credits: 0

*Rationale: Based on the current ongoing review of UBUS curriculum and a task force review on college-wide career coursework, UBUS 100 is being deleted from the Fundamental Business Requirements courses. Career topics have been absorbed in department career courses.*

**DEPARTMENT OF OPERATIONS MANAGEMENT AND INFORMATION SYSTEMS**

Other catalog change

**CBUS22.23.11.11**

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**Operations and Information Management (B.S.)**

Limited Retention Requirements



Fundamental Business Requirements (52-55)

- ACCY 206 - Introductory Financial Accounting Credits: 3  
↓
- PSYC 102 - Introduction to Psychology Credits: 3  
Available for General Education credit in the Society and Culture Domain.
- ~~UBUS 100 - Career Compass Credits: 0~~  
~~This course is required for freshmen only.~~
- UBUS 110 - Business in Action Credits: 3

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Available for General Education credit in the Creativity and Critical Analysis Knowledge Domain.

- UBUS 200 - Passport Introduction Credits: 0
- UBUS 223 - Introduction to Business Statistics Credits: 3
- UBUS 288 - Introduction to Business Data and Analytics Credits: 3
- UBUS 400 - Passport Culmination Credits: 0

*Rationale: Based on the current ongoing review of UBUS curriculum and a task force review on college-wide career coursework, UBUS 100 is being deleted from the Fundamental Business Requirements courses. Career topics have been absorbed in department career courses.*

## **COLLEGE OF HEALTH & HUMAN SCIENCES**

### **SCHOOL OF NURSING**

Other Catalog Change

**CHHS22.23.16.01**

[LINK](#) 2023-24 UG Catalog

#### **Nursing (NURS)**

↓

Nursing Program

↓

General Information

Only students admitted as undergraduate nursing majors may enroll in the undergraduate nursing courses, with the exception of NURS 302 which is open to non-nursing majors.

Admitted students must have all prerequisite courses completed with a grade of C or better to begin nursing courses. Transfer students are encouraged to contact a program adviser before enrolling to determine whether prior course work satisfies prerequisites. Exceptions may be considered on a case-by-case basis for graduate students in nursing who need to eliminate deficiencies. New freshman and transfer students who enroll as full-time students must plan on a minimum of five semesters to complete the required nursing courses.

In addition to the usual costs for a university student, the nursing major will be responsible for the costs involved in

- student nurse uniforms to be worn in all clinical courses;
- equipment, e.g., a watch with sweep second hand and a stethoscope;

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- providing own transportation for the clinical courses (NURS 303, NURS 313, NURS 323, NURS 333, NURS 343, NURS 433, NURS 443, NURS 453, NURS 492, and NURS 493);
- professional liability insurance;
- criminal background checks and drug screening;
- clinical requirement fees; and
- fees for certain courses.

Students enrolled in clinical nursing courses must complete all prerequisites.

**Clinical Expectation**

Our clinical partners require students to participate in their agency orientation. Each clinical partner provides a mandatory orientation on the first day of the clinical rotation to ensure students are prepared. Failure to attend the clinical agency orientation will result in the inability to complete the clinical course.

*RATIONALE: Clinical agency orientation is held by external partners, and it is required by the clinical partner for the student's rotation and held on the first day of the clinical rotation. There are no make-up days provided. Without the information covered in the orientation, students will not be able to perform in the role of the student nurse. If the student misses the clinical agency orientation due to any reason (including medical), the student will need to withdraw and re-enroll in the clinical rotation the following semester. Orientation covers clinical partner-specific policies; partner trainings on electronic medical records and dispensing systems; distribution of access codes to electronic medical records and dispensing systems; and, student roles within that agency*

**SCHOOL OF HEALTH STUDIES**

Other Catalog Change      **CHHS22.23.18.01**      [LINK](#) 2023-24 UG Catalog

**Minor in Health Education (21)**

This minor is designed to prepare the students for work in a variety of health and wellness settings within education teaching positions in schools and communities. The minor prepares students to promote healthy behaviors by planning and implementing programs, preparing instructional materials, assessing individual health needs, and coordinating community/school efforts. It also can serve as a foundation for further academic work in school health services and instruction, and in maintenance of a healthful school environment. The minor is designed to meet the minimum standards of the State of Illinois State Board of Education's Health

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**Endorsement** for health educators, and individuals may be eligible to take the Certified Health Education Specialist (CHES) Exam.

Medical laboratory sciences, nutrition, dietetics, and wellness, and public health **All** majors are eligible to complete this minor.

Check departmental information, or with minor advisor, for any additional **eligibility** requirements **to complete the Health Endorsement or CHES exam qualifications.**

*RATIONALE: The updated description focuses on the core content and makes the minor more accessible for other majors besides those in teacher licensure programs. We have updated changes to the ISBE requirements for the health endorsement as well as any changes made regarding the CHES exam.*

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**SECTION C – Changes that are not curriculum-related for inclusion in the 2023-2024 Undergraduate Catalog**

**Curricular Deans**

Other Catalog Change      **CD22.23.08.01**      2023-24 UG Catalog      [LINK](#)

**Academic Regulations**

↓

**Transfer Credit**

↓

**General Provisions**

Northern Illinois University accepts credit in transfer from any regionally accredited institution of higher education, with credit from all accredited two- and four-year institutions subject to the following provisions.

NIU does not accept credit for intermediate algebra courses. Some other transfer credit may be used to fulfill NIU's general education requirements or may be applied as elective credit.

NIU will accept completed transfer work with a grade of D. Be advised that a grade of C or better is necessary to meet the requirements for many foundational studies courses, prerequisite courses, majors, minors and certificates.

In general, credit will be granted for transfer courses which are evaluated to be at least a 70% match with the equivalent NIU course. A higher percentage match may be required on the basis of program accreditation, licensure requirements, or other formal program requirements.

Transfer courses which meet 70% or more of the requirements for a General Education Foundational Studies or Knowledge Domain requirement, but which do not have an equivalent NIU course, will be transferred to satisfy that Foundational Studies or Knowledge Domain requirement.

If students attend schools on the quarter-hour system, they can convert those hours to semester hours by multiplying quarter hours by 2/3 (i.e., 45 quarter hours equals 30 semester hours).

***RATIONALE:*** *Currently there is no standardized content match percentage for a course to be accepted in transfer. In some cases, a nearly 100% match is being required for course equivalencies to be approved. Review of recommended best practices from professional organizations in higher education (ACE/CHEA/AACRAO) and benchmarking with universities considered to be transfer student-friendly supported establishing a 70% minimum content match standard for the University.*

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*In precedent and in practice, courses which can satisfy a General Education area's learning outcome, but which do not have an exact NIU equivalent, have been allowed to satisfy a General Education requirement; however, this has not yet been formalized in policy.*



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**EXPEDITED/CONSENT – Recorded for inclusion in the 2023-24 Undergraduate Catalog via the Expedited Curricular Process**

**COLLEGE OF BUSINESS**  
**DEPARTMENT OF MANAGEMENT**

Course revision      **CBUS22.23.10.01**      2022-23 UG Catalog [LINK](#)

MGMT 427 – Entrepreneurship and Business Model Design

↓

Prerequisites & Notes

PRQ: Grade of C or better in each of the following: FINA 320, MGMT 335, MKTG 295, and OMIS 338 (business majors). CRQ: MGMT 327 (all majors); ~~in addition MGMT 227 or MGMT 320 (nonbusiness majors)~~; or consent of department.

Credits: 3

*Rationale: MGMT 320 has not been offered for a long time and not central to the content of MGMT 427. The introductory content on Entrepreneurship in MGMT 227 is already covered in MGMT 327 which is a CRQ for this course for all majors.*

**COLLEGE OF HEALTH & HUMAN SCIENCES**  
**SCHOOL OF HEALTH STUDIES**

Course Revision      **CHHS22.23.18.02**      [LINK](#)      2023-24 ug Catalog

**PHHE 220. Introduction to Health Education (3)**

Philosophy, aims, objectives, and principles of health education. Emphasis on the school health education program and educator licensure standards. PRQ: ~~Cumulative GPA of at least 2.50~~. CRQ: PHHE 206 **or PHHE 295** or consent of school.

*RATIONALE: Removing the cumulative GPA requirement facilitates easier enrollment for students. The old prerequisite was in place for the Health Education major, which was eliminated from the catalog effective AY 2017-2018. The prerequisites were stricter due to licensure requirements, but those are no longer applicable. Adding the corequisite option of PHHE 295 creates more flexibility for student enrollment.*

Course Revision      **CHHS22.23.18.03**      [LINK](#)      2023-24 UG Catalog

**PHHE 300. Health Education in the Middle and High School (3)**

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Emphasis on learning and identifying health needs and problems of middle and high school students. Study of teacher candidate standards and coordinated school health programs. Clinical experiences in school health education. PRQ: ~~Cumulative GPA of 2.75 or better and completion of PHHE 206 and PHHE 220~~ **or consent of school** with a grade of C or better.

*RATIONALE: Content from PHHE 206 is not necessary for students to be successful in PHHE 300. We believe that students who successfully complete PHHE 220 are adequately prepared for PHHE 300. Removing the cumulative GPA requirement facilitates easier enrollment for students. The old prerequisites were in place for the Health Education major, which was eliminated from the catalog effective AY 2017-2018. The prerequisites were stricter due to licensure requirements, but those are no longer applicable. Eliminating the requirement that students earn a C or better makes this course consistent with other requirements for the minor.*

Course Revision      **CHHS22.23.18.04**      [LINK](#)      2023-24 UG Catalog

**PHHE 400. Methods and Materials in Middle School and High School Health Education (3)**

Health education programs in middle and high schools. Methodologies, strategies, materials, and resources for teaching health education. PRQ: ~~Grade of C or better in each of the following courses: PHHE 220, PHHE 300, and three content courses chosen from NUTR 201 or NUTR 405, PHHE 404, PHHE 406, PHHE 408, PHHE 410, and PHHE 412;~~ or consent of school.

*RATIONALE: Content from the previously listed prerequisite courses is not necessary for students to be successful in PHHE 400. Students are adequately prepared for PHHE 400 by the prerequisite of PHHE 300 alone. The old prerequisites were in place for the Health Education major, which was eliminated from the catalog effective AY 2017-2018. The prerequisites were stricter due to licensure requirements, but those are no longer applicable. Eliminating the requirement that students earn a C or better makes this course consistent with other requirements for the minor.*