

**OFFICIAL MINUTES**  
**BACCALAUREATE COUNCIL**  
**Third Meeting/Academic year 2022-23**  
**Thursday, November 10, 2022**  
**Virtually on Teams Only**

Voting Members Present: A. Ferguson (BUS), S. Ehsani (BUS), N. Andzik (EDU), E. Sebastio (CEDU), J. E. Strid (CEDU), I. Salehinia (CEET), J. Shelton (CEET), A. Saravanan (CHHS), M. Shokrani (CHHS), K. Thepboriruk (CLAS), T. Gidaszewski (CLAS), A. Schatteman (CLAS), A. Lanners (CLAS), R. Houze (CVPA), B. Hart (CVPA), C. Kuja (CLAS Student), M. Myles (Advising), B. McGowan (University Libraries)

Voting Members Absent: A. Zaker (CBUS Student), Elena Ruzzo (CEET Student)

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

Ex-Officio Non-Voting Members Absent: E. Armstrong (Student Affairs Designee),

Guests Present: Taylor Atkins, Associate Dean (CLAS); Melissa Adams-Campbell, Professor, English Department

Upon confirmation of a quorum, the Baccalaureate Council (BC) meeting was called to order at 12:37 p.m. by Chair Omar Ghrayeb, Senior Vice Provost, Academic Affairs.

- I. **ADOPTION OF AGENDA** - Ghrayeb called for a motion to approve the agenda for November 10, 2022. Sebastio moved approval, and it was seconded by Thepboriruk. The motion was APPROVED unanimously.
- II. **APPROVAL OF MINUTES** – McFarland McKee confirmed that the minutes of the October 13, 2022, meeting were approved electronically by majority vote as of November 1, 2022, and the official minutes were distributed to BC members via email.
- III. **ANNOUNCEMENTS** - None.
- IV. **DISCUSSION AGENDA**
  - A. **Section A**
    1. **College of Education** – Ghrayeb called for a motion to approve the College of Education items in Section IV.A.1 of the agenda. Strid moved approval, seconded by Sebastio. Ghrayeb opened the floor for discussion. Following extensive discussion, Strid amended his motion to approve the submitted College of Education items, excluding item CEDU22.23.05.02 which adds a new

General Elementary Education Emphasis. Thepboriruk seconded. **MOTION PASSED UNANIMOUSLY.**

CEDU 04 (AY 2022-2023)

- CEDU22.23.04.02 / Other Catalog Change to Early Childhood Education B.S. to clean up and clarify requirements due to ISBE changes
- CEDU22.23.04.04 / Other Catalog Change to Special Education B.S. Ed. related to ISBE changes
- CEDU22.23.04.05 / Other Catalog Change removing SESE 415 as Writing Infused
- CEDU22.23.04.06 / Other Catalog Change to Elementary Education B.S. Ed. revising course requirements per ISBE

Ghrayeb called for a motion on item CEDU22.23.05.02, to either approve the submitted curricular item, or send it back to the College of Education and request they revisit the language of the submission. Gidaszewski moved to table the item and ask the College to reconsider the language of that item and give some possible suggestions. Schatteman seconded the motion. **MOTION PASSED 9-7.** Item was tabled to be returned to the College to reconsider the language regarding minors in the new emphasis.

CEDU 05 (AY 2022-2023)

- CEDU22.23.05.02 / Other Catalog Change Revision to Elementary Ed B.S.Ed. to add new emphasis

2. **College of Health and Human Sciences** - Ghrayeb called for a motion to approve the College of Human Services items in Section IV.A.2 of the agenda. Sebastio moved approval, seconded by Shokrani. Ghrayeb opened the floor for discussion.

After some discussion regarding item CHHS22.23.04.04, which clarifies dismissal triggers for students in the School of Nursing, Sebastio amended his motion to exclude that item from current consideration and approve the remaining CHHS curricular items in Section IV.A.2. Second by Strid. **MOTION PASSED UNANIMOUSLY.**

CHHS 02 (AY 2022-2023)

- CHHS22.23.02.01 / New Course AHLS 304. Foundations of Medical Laboratory Science (Supporting documentation in Teams folder)
- CHHS22.23.02.02 / Other Catalog Change in Medical Laboratory Sciences (B.S.) adding New Course AHLS 304 – *Two supporting documents are uploaded to the Teams Meeting 3 folder labeled “Supporting Documents Meeting 3”*
- CHHS22.23.02.03 / Other Catalog Change in Medical Laboratory Sciences (B.S.) adjusting MLS and MLT-MLS online required credit hours - *A supporting document has been uploaded to the Teams Meeting 3 folder labeled “Supporting Documents Meeting 3”*
- CHHS22.23.02.04 / Other Catalog Change to Nursing Program to clean up old language on course access to non-majors

CHHS 04 (AY 2022-2023)

- CHHS22.23.04.01 / Course Revision to NUTR 309 revising PRQs and CRQ
- CHHS22.23.04.02 / Other Catalog Change to Nutrition, Dietetics, and Wellness B.S. adding other course options for BIOS credit - - *A supporting document has been uploaded to the Teams Meeting 3 folder labeled "Supporting Documents Meeting 3"*

The following item was tabled and will be returned to the College of Health and Human Sciences for a more robust rationale for the additional dismissal triggers.

- CHHS22.23.04.04 / Other Catalog Change clarifying dismissal triggers.

3. ***College of Liberal Arts and Sciences*** - Ghrayeb called for a motion to approve the College of Liberal Arts and Sciences items in Section IV.A.3 of the agenda. Gidaszewski moved approval, seconded by Thepboriruk.

Ghrayeb opened discussion by commenting on CLAS22.23.03.05, a proposed new course ENGL 492 Preparation for English Majors, and noted that the College and Department had sent him a description of the new course prior to submitting it, and asked him if there was an overlap with the existing UNIV 301, the Braven course. Ghrayeb had shared with them that he saw major overlap between these two courses. He further explained to BC members that UNIV was not put in place to prevent any program from making a case if they want to offer a major-specific career planning course. The fact that UNIV 301 is already in the catalog does not mean programs cannot propose a career preparation course, as long as programs can make the case that UNIV 301 does not meet their intended outcomes. Ghrayeb identified overlap between the two courses because he did not see strong justification to make the proposed course different from UNIV 301. Ghrayeb noted that this is the first time we are offering UNIV 301, and it is too early to evaluate how effective the program will be. Data is being collected and at the end of this semester, evaluation will be done. He had proposed to wait and assess the effectiveness of UNIV 301 instead of duplicating resources and offering new courses. Ghrayeb invited Taylor Atkins, CLAS Associate Dean, to the meeting to address questions of what makes the proposed ENGL 492 course needed when we have a course that covers the same skills.

Atkins deferred the question to Melissa Adams-Campbell, Director of Undergraduate Studies in the English Department. Speaking on behalf of the CLAS Curriculum Committee, Atkins agreed with Ghrayeb's comment that the existence of UNIV 301 does not mean that departments cannot offer other career prep courses. Adams-Campbell explained that one of the aims of the proposed course is to give English majors specific content related to their discipline and tailored to their English experience. The major culminating assignment of the course is to create a writing e-portfolio in which they gather samples of work they have done throughout their major. This is the type of assignment that is not going to be the same for other majors of the university,

per Adams-Campbell. There will be some assignments that will be the same, such as resume writing, but the skills, strengths, and kinds of packaging for an English major are quite different and may not be as obvious to someone who is not from this discipline.

Ghrayeb noted that, regardless of the major, whether accounting, English, or engineering, there are overarching skills students need to learn. What differentiates, and why we have subscribed to Braven, is the coaching that will happen and follow the course.

Adams-Campbell shared that she encourages students to take UNIV 301 and doesn't see this as an either/or between the two courses. She sees the difference to be about helping students to articulate the skills that they have acquired in their major courses. It is not always obvious for an English major how to put all the pieces together to tell the story of who they are and the skills they have developed. Adams-Campbell observed that this is a particular issue in the humanities, and for English majors it is often quite challenging to figure out how to translate those soft skills into career-specific skills.

Ghrayeb noted that students do get those skills in Braven. He further observed that every department could make the same claims, and we could have a career-planning course for every single major because every single major could present the same argument. With a reminder to members that we have limited resources, Ghrayeb opened the floor for discussion.

Following discussion, Ghrayeb called for a vote on the motion to approve the entirety of the curricular items submitted by the College of Liberal Arts and Sciences in Section IV.A.3 of the agenda. **MOTION PASSED UNANIMOUSLY.**

CLAS 03 (AY 2022-2023)

- CLAS22.23.03.02 / New Course ILAS 395 Salzberg College B.G.S. Capstone
- CLAS22.23.03.03 / Other Catalog Change to B.G.S. to remove ILAS 391 requirement and address Salzberg College agreement needs
- CLAS22.23.03.04 / Other Catalog Change to Accelerated B.S./M.A. Program in Economics to provide more transparent process for advising, students, and future program administrators.
- CLAS22.23.03.05 / New Course ENGL 492 Career Preparation for English Majors. Taylor Atkins will be available to address the BC re the course and discuss non-duplication with UNIV 301.

4. **College of Visual and Performing Arts** - Ghrayeb called for a motion to approve the College of Visual and Performing Arts items in Section IV.A.4 of the agenda. Strid moved approval, seconded by Thepboriruk.

Discussion ensued regarding the addition to the PRQs in CVPA22.23.02.03 (Course Revision for ARTD 311) of a minimum overall 3.0 GPA in ARTD 201, 202, 211, and 212. Members had conflicting interpretations and concerns about using overall GPA language versus letter grades when citing expectations for

courses. After further discussion, the decision was made to move forward with voting on the CVPA items, but to direct the curriculum coordinator/catalog editor and Registration & Records to work with CVPA on clarifying the language surrounding the minimum grades/GPA requirement for ARTD 311. Ghrayeb called for a vote on the motion to approve all College of Visual and Performing Arts items in Section IV.A.4. **MOTION PASSED UNANIMOUSLY BUT CONDITIONALLY.** McFarland McKee will contact Ed Klonoski, CVPA Associate Dean, to clarify the language for curricular item CVPA22.23.02.03.

CVPA 02 (AY 2022-2023)

- CVPA22.23.02.01 / Course Revision to ARTD 211 change PRQ
- CVPA22.23.02.02 / Course Revision to ARTD 212 change PRQ
- CVPA22.23.02.03 / Course Revision to ARTD 311 change PRQ.
- CVPA22.23.02.04 / Course Revision to ARTD 319 change PRQ
- CVPA22.23.02.05 / Other Catalog Change to Art and Design Education B.S.Ed. adding more course options to design requirement.

## **B. Section B**

1. **College of Health and Human Sciences** - Ghrayeb called for a motion to approve the two College of Health and Human Sciences items in Section IV.B.1 of the agenda. Shokrani moved approval, seconded by Ferguson. There being no discussion, Ghrayeb called for a vote. **MOTION PASSED UNANIMOUSLY.** *These items will next be sent to Provost Ingram for approval.*

CHHS 02 (AY 2022-2023)

- CHHS22.23.02.05 / Other Catalog Change to Nursing B.S. to change program names and increase transparency of course required for each track

CHHS 04 (AY 2022-2023)

- CHHS22.23.04.03 / Deleting Degree removing Hospitality and Tourism Management B.S.

## **C. Section D – No items**

## **V. UNFINISHED BUSINESS - None**

## **VI. NEW BUSINESS**

- Syllabus statement for all General Education courses, approved by General Education Committee on March 24, 2022.

Ghrayeb invited Schatteman, who represents the BC on the General Education Committee, to speak to the syllabus statement. Schatteman explained that the GEC developed and approved the statement and are asking support from the BC to have the statement included in the syllabus of all courses that qualify for general education credit. Schatteman asked for clarification as to how syllabus statement will move into syllabus policy if the BC approves it. Ghrayeb

explained that it will need to go into the policy library because there are other items in the policy library related to the syllabus.

Discussion among members of the BC led to minor revisions to the syllabus statement to remove links that would age out. The final language is as follows:

### ***General Education Syllabus Statement***

*As part of the general education requirements, this course fulfills three credit hours in the Knowledge Domain of (\_\_\_\_\_) towards the minimum of 21 hours across the three domains.*

*For more information on General Education Requirements, please see your advisor or review the “General Education Requirements” for the appropriate [undergraduate catalog](#).*

Ghrayeb called for a vote to approve the General Education Syllabus Statement from the General Education Committee. **MOTION PASSED UNANIMOUSLY.**

- VII. **ADJOURNMENT** – Ghrayeb called for a motion to adjourn. Thepboriruk moved to adjourn, second by Strid. The third meeting of the Baccalaureate Council for academic year 2022-2023 was adjourned at 2:34 p.m. The next meeting of the Baccalaureate Council will be December 1, 2022, from 12:30 – 3 pm on Teams only.

Respectfully submitted,

Carol McFarland McKee  
Curriculum Coordinator / Catalog Editor

## AGENDA

**Baccalaureate Council Meeting**  
**Third Meeting/Academic year 2022-23**  
**TEAMS ONLY**  
**12:30 – 3:00 p.m., Thursday, November 10, 2022**

**I. ADOPTION OF AGENDA**

**II. APPROVAL OF MINUTES** – *Approved electronically 2022.11.01 and are available in the BC Teams' files folder labeled AY22-23 Meeting 02 10.13.2022*

**III. ANNOUNCEMENTS**

**IV. DISCUSSION AGENDA**

**A. Section A**

**1. College of Education**

CEDU 04 (AY 2022-2023)

- CEDU22.23.04.02 / Other Catalog Change to Early Childhood Education B.S. to clean up and clarify requirements due to ISBE changes
- CEDU22.23.04.04 / Other Catalog Change to Special Education B.S. Ed. related to ISBE changes
- CEDU22.23.04.05 / Other Catalog Change removing SESE 415 as Writing Infused
- CEDU22.23.04.06 / Other Catalog Change to Elementary Education B.S. Ed. revising course requirements per ISBE

CEDU 05 (AY 2022-2023)

- CEDU22.23.05.02 / Other Catalog Change Revision to Elementary Ed B.S. Ed. to add new emphasis – *Rationale has been revised and a Revised Section A has been uploaded to the Teams folder.*

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

CHHS 02 (AY 2022-2023)

- CHHS22.23.02.01 / New Course AHLS 304. Foundations of Medical Laboratory Science (Supporting documentation in Teams folder)
- CHHS22.23.02.02 / Other Catalog Change in Medical Laboratory Sciences (B.S.) adding New Course AHLS 304 – *Two supporting documents are uploaded to the Teams Meeting 3 folder labeled "Supporting Documents Meeting 3"*
- CHHS22.23.02.03 / Other Catalog Change in Medical Laboratory Sciences (B.S.) adjusting MLS and MLT-MLS online required credit hours - *A supporting document has been uploaded to the Teams Meeting 3 folder labeled "Supporting Documents Meeting 3"*

- CHHS22.23.02.04 / Other Catalog Change to Nursing Program to clean up old language on course access to non-majors  
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- CHHS22.23.04.02 / Other Catalog Change to Nutrition, Dietetics, and Wellness B.S. adding other course options for BIOS credit - - *A supporting document has been uploaded to the Teams Meeting 3 folder labeled "Supporting Documents Meeting 3"*
- CHHS22.23.04.04 / Other Catalog Change clarifying dismissal triggers – *May wish to defer or return pending receipt of revised rationale.*

### **3. College of Liberal Arts and Sciences**

CLAS 03 (AY 2022-2023)

- CLAS22.23.03.02 / New Course ILAS 395 Salzberg College B.G.S. Capstone
- CLAS22.23.03.03 / Other Catalog Change to B.G.S. to remove ILAS 391 requirement and address Salzberg College agreement needs
- CLAS22.23.03.04 / Other Catalog Change to Accelerated B.S./M.A. Program in Economics to provide more transparent process for advising, students, and future program administrators.
- CLAS22.23.03.05 / New Course ENGL 492 Career Preparation for English Majors. Taylor Atkins will be available to address the BC re the course and discuss non-duplication with UNIV 301.

### **4. College of Visual and Performing Arts**

CVPA 02 (AY 2022-2023)

- CVPA22.23.02.01 / Course Revision to ARTD 211 change PRQ
- CVPA22.23.02.02 / Course Revision to ARTD 212 change PRQ
- CVPA22.23.02.03 / Course Revision to ARTD 311 change PRQ.
- CVPA22.23.02.04 / Course Revision to ARTD 319 change PRQ
- CVPA22.23.02.05 / Other Catalog Change to Art and Design Education B.S.Ed. adding more course options to design requirement.

## **B. Section B**

### **1. College of Health and Human Sciences**

CHHS 02 (AY 2022-2023)

- CHHS22.23.02.05 / Other Catalog Change to Nursing B.S. to change program names and increase transparency of course required for each track

CHHS 04 (AY 2022-2023)

- CHHS22.23.04.03 / Deleting Degree removing Hospitality and Tourism Management B.S.

## **C. Section D – No items**



**V. UNFINISHED BUSINESS - None**

**VI. NEW BUSINESS**

- Syllabus statement for all General Education courses, approved by General Education Committee on March 24, 2022 – *The statement has been uploaded to the Teams Meeting 3 folder labeled “Supporting Documents Meeting 3” and includes a revision suggested by the curriculum coordinator/catalog editor.*

**VII. ADJOURNMENT**

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

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## **COLLEGE OF EDUCATION**

### **DEPARTMENT OF SPECIAL AND EARLY EDUCATION**

Other Catalog Change

**CEDU22.23.04.02**

[LINK](#)

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

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#### **Professional Educator License with Early Childhood Education Endorsement and Preschool Special Education Approval**

Candidates in the Early Childhood Education PEL program must earn a grade of C or better in SEEC 201, SEEC 230, SEEC 300, SEEC 340, SEEC 343, SEEC 403, SEEC 410, SEEC 425, SEEC 430, SESE 240, SESE 423, SESE 424, SESE 426, HDFS 230, HIST 260 (or HIST 261), LTIC 301, LTIC 445, LTLA 305, LTLA 361, LTR 309, ~~MATH 201~~, POLS 100, PSYC 102, and in courses meeting Other Core Curriculum requirements.

Additionally, candidates must earn a grade of S in early clinical, practicum, and student teaching courses (SEEC 282, SEEC 382, SEEC 485A, and SEEC 485B). Candidates who do not meet these requirements must retake the course(s). **Teacher candidates transferring to NIU with an A.A.S. degree in early childhood or education are encouraged to consult departmental advisors for guidance.**

#### **Requirements in Department (55)**

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- SESE 240 - Introduction to Special Education Credits: 3
- ~~Not required for students who have earned an A.A.T. in Early Childhood.~~

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#### **Requirements outside Department (30~~27~~)**

- HDFS 230 - Child Development Credits: 3
- ~~Not required for students who have earned an A.A.T. or A.A.S. in Early Childhood.~~
- 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. or A.A.S. 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.

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- ~~Not required for students who have earned an A.A.T. or A.A.S. 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 445 - Applied Linguistics for Teachers of Multilingual 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. or A.A.S. 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. or A.A.S. in Early Childhood.~~

**Other Core Curriculum Requirements for Licensure**

Some candidates may have to complete up to 15 hours of coursework in Biological Science, Earth and Space Science, Physical Science, Geography, and Economics. Candidates must satisfy licensure requirements for science and social science, per current ISBE guidelines. Candidates are expected to consult departmental advising for current guidelines

**Total Hours for Professional Educator License with Early Childhood Education Endorsement and Preschool Special Education Approval: 8582**

*RATIONALE: Math 201 is removed as a program requirement for multiple reasons. First, the removal brings our requirements into alignment with the Illinois Alliance Initiative (Compact). Transfer students with certain associates degrees are considered to have completed all foundational studies requirements under the compact agreement, therefore we will not require an additional core class in math. Second, requiring MATH 201 puts a financial burden on transfer students who must take two community college math courses to articulate with MATH 201. Third, non-transfer teacher candidates can satisfy their quantitative literacy requirements in other general education courses at NIU without having*

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*to take MATH 201, giving these students more flexibility in meeting this requirement in a timely manner.*

*Deletion of the AAT and AAS statements for clarity, as these courses are required for completion of the degree. Replaced with statement: “Teacher candidates transferring to NIU with an A.A.S. degree in early childhood or education are encouraged to consult departmental advisors for guidance.”*

Other Catalog Change

**CEDU22.23.04.04**

[LINK](#)

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

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**Emphasis 1. Learning Behavior Specialist I with PEL**

Emphasis 1 prepares candidates for Illinois educator licensure with endorsement as a learning behavior specialist I (K-age 21).

Candidates in the LBS I with PEL program emphasis must earn a grade of C or better in SESE 240, SESE 370, SESE 415, SESE 416, SESE 417, SESE 444, SESE 446, SESE 447, SESE 448, SESE 459, SESE 460, SESE 461, as well as, EPFE 201, EPFE 321 or EPFE 410, EPS 405, ETR 434, ETT 402, LTCY 300, LTIC 301 or LTIC 420, ~~MATH 201~~, and POLS 100 or POLS 150, ~~and in courses meeting the Nature and Technology requirement.~~ In addition, candidates must earn a grade of S in SESE 419 and all early field experience and student teaching courses (SESE 260, SESE 418, SESE 449, SESE 463, SESE 464, SESE 491, and SESE 492). Candidates who do not meet these requirements must retake the course(s). **Teacher candidates transferring to NIU with an A.A.T. degree in special education are encouraged to consult departmental advisors for guidance.**

**Requirements in Department (60)**

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- SESE 240 - Introduction to Special Education Credits: 3
- ~~Not required for students who have earned an A.A.T. in Special Education.~~

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**Requirements outside Department (3431)**

- 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 Special Education.~~
- EPFE 201 also fulfills the Human Diversity Requirement.
- EPFE 321 - History of American Education Credits: 3
- Available for general education credit.
- EPFE 321 is a writing infused course.
- EPFE 321 also fulfills the Human Diversity Requirement.

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- This is a creativity and critical analysis general education course for the Origins and Influences Pathway.
- OR EPFE 410 - Philosophy of Education Credits: 3
- Available for general education credit.
- EPFE 410 is a writing infused course.
- EPS 405 - Issues in Human Development in the Elementary Through High School Years Credits: 3
- ~~Not required for students who have earned an A.A.T. in Special Education.~~
- OR HDFS 280 - Human Development, the Family, and Society Credits: 3
- Available for general education credit.
- OR PSYC 225 - Lifespan Development: Childhood Through Adulthood Credits: 3
- Available for general education credit.
- 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
- LTIC 301 - Teaching with a Multicultural Perspective Credits: 3
- OR LTIC 420 - Methods and Materials for Teaching Multilingual Learners in the Content Areas Credits: 3
- LTCY 300 - Foundations of Instruction in Reading, Writing, and the Other Language Arts Credits: 4
- ~~Not required for students who have earned an A.A.T. in Special Education.~~
- ~~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 Special Education~~
- POLS 100 - American Government and Politics Credits: 3
- Available for general education credit.
- ~~Not required for students who have earned an A.A.T. in Special Education.~~
- OR POLS 150 - Democracy in America 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 Special Education.~~

**Total Hours for Emphasis 1, Learning Behavior Specialist I: 9491**

*RATIONALE: Deletion of “and in courses meeting the Nature and Technology requirement” based on changes in the special education content test for licensure, which no longer includes*

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*questions about these topics.*

*We propose removing MATH 201 for various reasons. First, ISBE does not require a specific math course for our licensure program. Second, requiring MATH 201 puts a financial burden on transfer students who must take two community college math courses to articulate with MATH 201. Third, non-transfer teacher candidates can satisfy their quantitative literacy requirements in other general education courses at NIU without having to take MATH 201, giving these students more flexibility in meeting this requirement in a timely manner.*

*Deletion of the AAT and AAS statements for clarity, as these courses are required for completion of the degree. Replaced with statement: “Teacher candidates transferring to NIU with an A.A.T. degree in special education are encouraged to consult departmental advisors for guidance.”*

Other Catalog Change

**CEDU22.23.04.05**

[LINK](#)

**Writing Infused Courses**

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**List of Writing Infused Courses**

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- ~~[SESE 415 – Instructional Methods for Elementary Students with Mild Disabilities: Reading, Language Arts Credits: 4](#)~~

[LINK](#)

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

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**Emphasis 1. Learning Behavior Specialist I with PEL**

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**Requirements in Department (60)**

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- ~~[SESE 415 - Instructional Methods for Elementary Students with Mild Disabilities: Reading, Language Arts Credits: 4](#)~~  
~~SESE 415 is a writing infused course.~~

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**Emphasis 2. Visual Impairments with PEL**

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**Requirements in Department (65)**

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- SESE 415 - Instructional Methods for Elementary Students with Mild Disabilities: Reading, Language Arts Credits: 4  
SESE 415 is a writing infused course.

[LINK](#)

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

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**Emphasis 6: Special Education (16)**

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- SESE 415 - Instructional Methods for Elementary Students with Mild Disabilities: Reading, Language Arts Credits: 4  
SESE 415 is a writing infused course.

*RATIONALE: We propose removing SESE 415 as a writing infused course because the amount of writing required within the course does not meet the standards set by the university for writing infused courses.*

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

Other Catalog Change

**CEDU22.23.04.06**

2022-23 UG Catalog [LINK](#)

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

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Requirements in Department (~~37~~**39**)

LTIC 301 - Teaching with a Multicultural Perspective Credits: 3

LTIC 301 fulfills the Human Diversity Requirement.

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

LTLA 341 - Language Arts in the Elementary School Credits: 3

LTLA 341 is a Writing Infused Course.

LTRE 300 - Elementary School Developmental Reading Programs Credits: 3

LTRE 350 - Content Area Literacy for Elementary Education Credits: 3

TLEE 282 - Educational Participation in Clinical Experiences: Elementary Education Credits: 1

OR EPS 282X - Educational Participation in Clinical Experiences: Elementary Education Credits: 1

TLEE 342 - The Teaching of Social Studies in the Elementary School Credits: 3

TLEE 344 - Teaching Science in the Elementary School Credits: 3

TLEE 382 - Clinical Experience in Elementary School Curriculum and Instruction Credits: 1

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TLEE 383 - Elementary Education Professional Year I: Internship to Student Teaching Credits: 2

TLEE 385 - Differentiation in Elementary School Instruction: Field Experience with Diverse Learners Credits: 1

TLEE 461 - Seminar in Elementary School Teaching Credits: 1

TLEE 485 - Elementary Education Professional Year II: Student Teaching to Practitioner Credits: 3-12. Students must take ~~10~~ 11 credit hours in this course

**TLEE 492 – Special Topics in Elementary Education: 1-3**  
**Students must take 1 credit hour in this course**

**Requirements outside Department (57 45)**

ARTE 383 - Teaching Art in Elementary Schools Credits: 3

OR MUED 360 - Fundamentals, Principles, and Practices in Elementary Music Credits: 3

~~ECON 160 – Contemporary Economic Issues Credits: 3~~

~~— Available for General Education credit in the Society and Culture Domain.~~

~~— This is a society and culture general education course for the Sustainability Pathway.~~

~~— OR ECON 260 – Principles of Microeconomics Credits: 3~~

~~— Available for General Education credit in the Society and Culture Domain.~~

~~— OR ECON 261 – Principles of Macroeconomics Credits: 3~~

~~— Available for General Education credit in the Society and Culture Domain.~~

EPFE 410 - Philosophy of Education Credits: 3

EPFE 410 is a writing infused course. Available for General Education credit in the Creativity and Critical Analysis Domain.

EPS 300 - Educational Psychology Credits: 3

Available for General Education credit in the Creativity and Critical Analysis Domain. This is a Creativity and Critical Analysis general education course for the Learning Pathway.

EPS 304 - Development of the Elementary School Child Credits: 3

EPS 450 - Classroom Management for Elementary Educators Credits: 3

ETR 430 - Classroom Assessment in Elementary Education Credits: 3

ETT 229 - Computers in Education Credits: 3

OR passing score on ETT Proficiency Examination

~~GEOG 201 – Introduction to Human Geography Credits: 3~~

~~— OR GEOG 202 – World Regional Geography Credits: 3~~

~~— Available for General Education credit in the Society and Culture Domain.~~

~~— GEOG 202 also fulfills the Human Diversity Requirement.~~

~~— This is a society and culture general education course for the Origins and Influences Pathway.~~

~~HIST 260 – American History to 1865 Credits: 3~~



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~~Available for General Education credit in the Creativity and Critical Analysis Domain.  
HIST 260 also 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 in the Creativity and Critical Analysis Domain.~~

~~—HIST 261 also fulfills the Human Diversity Requirement.~~

~~—This is a creativity and critical analysis general education course for the Sustainability Pathway.~~

KNPE 245 - Physical Education for Children Credits: 3

~~MATH 110—College Algebra Credits: 3~~

~~—OR MATH 104—Supplemental Review for College Algebra Credits: 1~~

~~—AND MATH 105—College Algebra with Review Credits: 3~~

MATH 201 - Foundations of Elementary School Mathematics Credits: 3

Available for Foundational Studies Quantitative Literacy Requirement.

MATH 402 - Methods of Instruction in the Mathematics Curriculum for Elementary School I Credits: 3

MATH 403 - Methods of Instruction in the Mathematics Curriculum for Elementary School II Credits: 3

~~POLS 100—American Government and Politics Credits: 3~~

~~Available for general education credit.~~

~~—OR POLS 150—Democracy in America Credits: 3~~

~~—Available for general education credit.~~

~~—OR POLS 210—Introduction to Law and Courts Credits: 3~~

~~—Available for general education credit.~~

~~—This is a society and culture general education course for the Sustainability Pathway.~~

PSYC 102 - Introduction to Psychology Credits: 3

Available for general education credit in the Society and Culture Knowledge

Domain.

SESE 240 - Introduction to Special Education Credits: 3

SESE 456 - Methods for Collaboration and Inclusion for Elementary Education

Teachers Credits: 3

### **Science laboratory**

~~Candidates must complete one course from each of the following science areas: Biological, Physical, and Earth & Space Science. Science course work must include at least one laboratory course.~~

### **Biological Science Courses**

~~BIOS 103—General Biology Credits: 3~~

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- ~~—AND BIOS 105—General Biology Laboratory Credits: 1~~
- ~~—Both BIOS 103 and BIOS 105 are available for general education credit.~~
- ~~—OR BIOS 106—Environmental Biology Credits: 3~~
- ~~—Available for general education credit.~~
- ~~—OR BIOS 109—Human Biology Credits: 3~~
- ~~—Available for general education credit. This is a nature and technology general education course for the Health and Wellness Pathway.~~

**Physical Science Courses**

- ~~CHEM 100—Chemistry in Everyday Life Credits: 3~~
- ~~Available for general education credit.~~
- ~~—OR CHEM 110—Chemistry Credits: 3~~
- ~~—Available for general education credit.~~
- ~~—AND CHEM 111—Chemistry Laboratory Credits: 1~~
- ~~—Available for general education credit.~~
- ~~—OR ENV 301—Environmental Science I: Physical Systems Credits: 3~~
- ~~—OR PHYS 150—Physics Credits: 3~~
- ~~—Available for general education credit.~~

**Earth and Space Science Courses**

- ~~GEOG 101—Introduction to Environmental Geography Credits: 3~~
- ~~—Available for general education credit. This is a nature and technology general education course for the Global Connections Pathway.~~
- ~~—OR GEOG 101—Introduction to Environmental Geography Credits: 3 AND GEOG 102—Introduction to Environmental Geography Laboratory Credits: 1~~
- ~~—GEOG 101 is a nature and technology general education course for the Global Connections Pathway.~~
- ~~—OR GEOG 105—Weather, Climate, and You Credits: 3~~
- ~~—Available for general education credit.~~
- ~~—OR GEOG 105—Weather, Climate, and You Credits: 3 AND GEOG 106—Weather and Climate Laboratory Credits: 1~~
- ~~—OR GEOL 103—Planetary and Space Science Credits: 3~~
- ~~—Available for general education credit. This is a nature and technology general education course for the Origins and Influences Pathway.~~
- ~~—OR GEOL 105—Geologic Resources and the Environment Credits: 3~~
- ~~—Available for general education credit.~~
- ~~—OR GEOL 120—Planet Earth Credits: 3~~
- ~~—Available for general education credit. This is a nature and technology general education course for the Origins and Influences Pathway.~~
- ~~—OR GEOL 120—Introductory Geology Credits: 3 AND GEOL 121—Planet Earth Laboratory Credits: 1~~

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~~—Both GEOL 120 and GEOL 120 are available for general education credit.~~  
~~—OR PHYS 162 Elementary Astronomy Credits: 3~~  
~~—Available for general education credit. This is a nature and technology general education course for the Origins and Influences Pathway.~~  
3 additional credit hours at the 200-400 level

*RATIONALE: In August 2022, the Illinois State Board of Education passed Part 25 Rule Changes for Elementary Education licensure. Included in these changes was the removal of specific course requirements for Science coursework (including Physical, Life, and Earth and Space Sciences) and Social Sciences coursework (including History, Geography, Civics and Government, and Economics). To align with these licensure updates, we would like to remove the specific requirements for ECON 160/260/261, GEOG 201/202, HIST 260/261, POLS 100/150/210, Science Laboratory, Biological Science, Physical Science, and Earth and Space Science courses. Elementary Education students will still need to fulfill Knowledge Domains coursework in Creativity and Critical Analysis, Nature and Technology, and Society and Culture, which will provide science and social science coursework with more flexibility than the specific requirements for the program that previously existed.*

*Additionally, ISBE does not require College Algebra as mathematics coursework for Elementary licensure, so we would like to remove the MATH 110 requirement, as Elementary Education students fulfill their Foundational Studies Quantitative Literacy coursework with the MATH 201 course.*

*In addition to aligning the program with ISBE licensure requirements, these changes will also provide more flexibility for transfer students who have fulfilled Knowledge Domain coursework with other Social Science and Science coursework, allowing them to progress through the program without retaking early-program coursework. It also will allow for more flexibility for all students with course scheduling, as MATH 110 requires placement testing and (potentially) additional coursework leading to MATH 110 credit, which can extend students' time at NIU significantly.*

*We have increased the number of required credit hours for TLEE 485: Elementary Education Professional Year II: Student Teaching to Practitioner from 10 credit hours to 11 credit hours. This will enable our students to enroll in a full-time courseload during student teaching without needing to add additional coursework beyond their required TLEE 485 and TLEE 461 courses and will bring the student teaching credit hour load in line with other licensure programs on campus, including Curriculum and Instruction's MLTL program, which already required 11 credit hours for student teaching.*

*Finally, we are adding TLEE 492: Special Topics in Elementary Education as a 1 credit hour requirement to help develop further engagement with students who are not yet enrolled in*

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*their specific Elementary Education courses. Due to NIU's university-wide move to centralized freshman advising, students would not have the normal engagement with Elementary Education faculty and staff that they previously had prior to this change. The addition of TLEE 492 will allow students to meet faculty and staff in the program, learn more about opportunities in the field of Elementary Education, understand program and state licensure requirements, engage with learning opportunities within the College of Education, and generally become more involved with their field of study. We anticipate this 1 credit hour course will aid with retention of students who otherwise might feel disconnected from their major.*

## **COLLEGE OF HEALTH AND HUMAN SCIENCES**

### **SCHOOL OF HEALTH STUDIES**

New Course **CHHS22.23.02.01**      [LINK](#) 2022-2023 Undergraduate Catalog  
CIP Code: 51.10.

**AHLS 304. Foundations of Medical Laboratory Sciences (1)**  
Presentation of topics related to quality assessment, quality control, certification, accreditation, specimen processing, safety, and other basic laboratory operations needed for the MLS professional to be successful in a clinical setting. PRQ: Transfer students only or department consent needed. Course Component: Lecture

*RATIONALE: This course is intended to be a supplement for students who are not in the medical laboratory sciences degree but are taking select medical laboratory sciences courses.*

*We used to require all transfer students to take the 3-credit AHLS 211 Introduction to MLS course, but students felt that it was redundant at times since it included a lab component, and they were already doing some of the lab activities in other MLS lab courses. The program also added a 2-credit course to the curriculum in 2020 for fall giving the students a total number of 16 credit hours, not including AHLS 211. Since the suspension of requiring the AHLS 211 course, the program has noticed via senior exit surveys that the students don't seem to feel confident in some of the foundational medical laboratory sciences topics that were previously taught in AHLS 211. We cannot go back to having the students take AHLS 211 because then they would have an overload of credits totaling 19. Our solution is to create a 1-credit course with the foundational topics of MLS so that the students won't be missing these by not taking AHLS 211. Based on Clinical Affiliate Advisory Taskforce feedback, we are also providing this course as a workforce development for lab employees at our clinical affiliate sites who are not certified MLS. There currently is a shortage of MLS and hospital labs are hiring people with degrees in biology or chemistry and training them on the job. The*

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*hospitals want to make these employees eligible for certification and this course will help with that goal.*

Other Catalog Change **CHHS22.23.02.02** [LINK](#) 2022-2023 Undergraduate Catalog

**Medical Laboratory Sciences (B.S.)**

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**Requirements in School (56-62)**

**MLS Majors: 62 credit hours**

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AHLS 211 - Introduction to the Medical Laboratory Sciences Credits: 3

**OR AHLS 304 - Foundations of Medical Laboratory Sciences Credits: 1**

AHLS 300 - Urinalysis Credits: 2

*RATIONALE: As a program, we have found that students who haven't taken AHLS 211, Introduction to MLS, are at a disadvantage compared to the students who have taken AHLS 211. This course is designed to teach the foundations of Medical Laboratory Sciences to newly admitted students who were unable to take the full AHLS 211, Introduction to MLS, or to the students enrolled in the workforce development undergraduate certificate in MLS.*

Other Catalog Change **CHHS22.23.02.03** [LINK](#) 2022-2023 Undergraduate Catalog

**Medical Laboratory Sciences (B.S.)**

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**B.S. Degree Completion Program**

**Medical Laboratory Sciences for Certified Clinical/Medical Laboratory Technicians**

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Once formally admitted into the major, degree completion students will complete the didactic courses online and must complete the required AHLS 300-level courses with a grade of C or better; additional courses required are HSCI 318 or proficiency test, AHLS 440, AHLS 448, AHLS 450 and AHLS 497. Students enrolling in AHLS 497, MLT-MLS Integrated Experience, must be in the process of completing all university requirements. In addition, these students must obtain satisfactory performance in AHLS 475, Medical Laboratory Sciences Competency, taken in the final semester of the program. Degree completion students will receive up to ~~132~~ semester hours of credit the last semester prior to degree completion for the following courses: AHLS 211, AHLS 300, AHLS 311, AHLS 312, AHLS 313, AHLS 337, and AHLS 345. Upon successful completion of all the MLS requirements, the student will be awarded up to an additional 17 hours of proficiency credit for the learning experiences leading to the A.A.S. or A.S. in CLT/MLT. Students in this program are exempt from the 30-semester-hour university graduation

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residence.

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**Requirements in School (576-632)**

**MLS Majors: 632 credit hours**

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AHLS 337 - Medical Diagnostic Microbiology Laboratory Credits: 2

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**MLT-MLS Online Degree Completion Majors: 56-59 57-60 credit hours**

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AHLS 475 - Medical Laboratory Sciences Competency Credits: 1

AHLS 497 - MLT to MLS Integrated Experience Credits: 2-5

~~Additional 12 hours of credit for AHLS 211, 300, 311, 312, 313, 337, 345~~

~~Additional 17 hours of proficiency credit for MLT degree & experience~~

Upon successful completion of AHLS 475 and AHLS 497, the MLT-MLS student will receive 30 semester hours of credit for AHLS 211, 300, 311, 312, 313, 337, 345 and UHHS 300 for the MLT degree and experience. This credit will be held in escrow and will be posted to the student's transcript upon successful completion of the MLS requirements.

**Requirements outside School (34-35)**

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**Total Hours for a Major in Medical Laboratory Sciences: 910-987**

*RATIONALE: AHLS 337 was once 2 credits but decreased to 1 credit a couple of years ago when mycology content was removed from the course. However, based on feedback from faculty meetings and student exit survey responses from the last 2 years when the course was only 1 credit, additional time is needed for students to get more microbiology lab experience. Increasing the credit hours will not cause an overload for the spring semester when the course is offered.*

*The change of wording in how additional awarded credits are listed for the MLT-MLS Online Degree Completion Majors is written to be consistent with what is written in the catalog for other online degree completion programs at the request of Nicole Holland, Director of CHHS Advising.*

## **SCHOOL OF NURSING**

Other Catalog Change

**CHHS22.23.02.04** [LINK](#) 2022-2023 Undergraduate Catalog



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Nursing (NURS)

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Nursing Program

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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.

*RATIONALE: The Nursing catalog still states that NURS 302 is still open to non-nursing majors. However, the course has not had any non-nursing major enrollment for years now, ever since Fall 2018 when the current NURS 302 course changed from a 2 credit to a 3 credit-hour course, as it combined with 349. The current NURS 302 is not the same course that the non-nursing students took.*

## SCHOOL OF HEALTH STUDIES

Course Revision     **CHHS22.23.04.01**     [LINK](#) 2022-2023 Undergraduate Catalog

NUTR 309. Science of Nutrition (3) Study of various nutrients; their chemistry, properties, classification, digestion, absorption, transport, metabolism, functions, dietary allowances, food sources, and deficiency symptoms. Introduction of the exchange system for dietary planning. Offered fall semester only. PRQ: BIOS 103 and BIOS 105 or BIOS 208 and BIOS 210; **CHEM 110 and CHEM 111 or CHEM 210 and CHEM 212**; and NUTR 201. CRQ: BIOS 357 and ~~CHEM 310~~.

*RATIONALE: This change allows students to enter nutrition coursework sooner as many community colleges do not have an equivalent to CHEM 310. NUTR 309 is also a fall-only course whereas CHEM 310 is a spring only course, so this causes conflicts for many of our students. Students will still be adequately prepared for NUTR 309 from the content they will learn in CHEM 110 and 111 or CHEM 210 and 212.*

*Prior approval from the Chemistry department for CHEM 110, CHEM 111, CHEM 210, and CHEM 212 has already been obtained for these courses as [requirements outside of school](#) for the Nutrition, Dietetics and Wellness (B.S.) program.*

Other Catalog Change     **CHHS22.23.04.02**     [LINK](#) 2022-2023 Undergraduate Catalog

**Nutrition, Dietetics, and Wellness (B.S.)**

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**Requirements outside School (46-48)**

BADM 303 - Foodservice Systems Management in Practice Credits: 3

BIOS 103 - General Biology Credits: 3

Available for general education credit.

**OR BIOS 208 - Fundamentals of Cellular Biology Credits: 3**

BIOS 105 - General Biology Laboratory Credits: 1

**OR BIOS 210 - Fundamentals of Cellular Biology Laboratory Credits: 1**

BIOS 213 - Introductory Bacteriology Credits: 3

OR BIOS 313 - Microbiology Credits: 4

*RATIONALE: BIOS 208 and BIOS 210 are routinely used substitutes for BIOS 103 and BIOS 105. Adding these to the catalog would allow students to register for classes more easily.*

*Contact with other departments: (if adding required courses from other departments):  
Email confirmation of approval from Dr. Garry Sunter, Department of Biological Sciences,  
on September 14, 2022.*

## **COLLEGE OF LIBERAL ARTS AND SCIENCES**

New Course **CLAS22.23.03.02**

2022-23 Undergraduate Catalog [LINK](#)

CIP Code: 24.0102

Course Component: IND

**ILAS 395 - Salzburg College B.G.S. Capstone**

Designed for Salzburg College students pursuing the Bachelor of General Studies degree. Capstone project evaluated by committee of Salzburg College faculty and NIU faculty or Director of the B.G.S. program. May be repeated to a maximum of 6 credit hours.

**Prerequisites & Notes**

**PRQ: Must be a Salzburg College student who has been accepted and enrolled in the B.G.S. program.**

*Rationale: In Austria, students are required to complete a two-semester research course to progress into graduate school. The existing B.G.S. capstone course ILAS 391 is designed for NIU students with 1-3 variable credit hours, which is insufficient for the Austrian requirement (12 ECTS loosely converts to 6 US credit hours). A special course for Salzburg College students pursuing the B.G.S. degree under the articulation agreement smooths the registration and accreditation process for students. To meet the Austrian requirement, Salzburg students who plan to go on to graduate study will likely take the capstone course*



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*over two consecutive semesters.*

*Non-Duplication: None. This course is specific to Salzburg College BGS students.*

Other Catalog Change **CLAS22.23.03.03** 2022-23 Undergraduate Catalog [LINK](#)

**Bachelor of General Studies (B.G.S.)**

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**Requirements**

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The student who wishes to earn a degree through the general program must:

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- successfully complete 15 semester hours in humanities courses. These include all courses offered by the Departments of Communication, English, History, Philosophy, and World Languages and Cultures, except for ENGL 103, ENGL 203, ENGL 204, and COMS 100.
- ~~successfully complete either an internship or independent study project or a capstone experience (ILAS 391).~~
- complete at least 30 semester hours after formal admission to the general program.

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Students completing the Bachelor of General Studies program may apply for a minor within the **any NIU College of Liberal Arts and Sciences**.

Courses used to fulfill area requirements for the university's General Education Program may also be used to meet requirements in the second, third, and fourth areas above.

**Salzburg College B.G.S. Program**

**NIU and Salzburg College (Austria) have an agreement whereby Salzburg students earn a Bachelor of General Studies degree after satisfactorily completing the degree requirements and all NIU graduation requirements.**

**Salzburg students pursuing the B.G.S. degree must apply for admission to NIU per the normal procedure. All program participants must meet the requirements established by NIU and will be subject to all academic and student regulations, policies, and procedures when enrolled in NIU courses.**

**NIU assesses and accepts as appropriate baccalaureate course work completed at Salzburg College or another institution of higher learning that is regionally accredited,**

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or an international institution accredited by an equivalent agency or government.

Salzburg College students must complete 30 credit hours of NIU course work per the residency requirement. The Salzburg College B.G.S. Capstone course ILAS 395 counts for up to 6 credit hours toward the residency requirement.

*Rationale: 1) The change to the ILAS 391 requirement and expansion of accepted minors are being initiated to make the program more flexible, especially for students who come from other colleges. 2) Addition of the Salzburg requirements to the BGS program. NIU and Salzburg College in Austria have an agreement whereby Salzburg students earn a Bachelor of General Studies degree after satisfactorily completing the degree requirements and all NIU graduation requirements.*

## DEPARTMENT OF ECONOMICS

Other Catalog Change **CLAS22.23.03.04** 2022-23 Undergraduate Catalog [LINK](#)

### Accelerated B.S./M.A. Program in Economics

#### Admission

This program leads to both the B.S. and M.A. in Economics degrees. Students who wish to participate in this program should identify themselves to the Department of Economics as majors who will complete the requirements for the B.S. degree having taken the calculus option (**ECON 391**, ~~MATHS 229~~, MATH 230, and STAT ~~350~~ **300**). Ideally students will express their interest during their junior year and have completed or be in the process of completing **ECON 290**, ECON 360, ECON 361, ~~and~~ ECON 390, **and ECON 391**.

~~Students who are interested in this program and have completed or are in the process of completing ECON 360, ECON 361, ECON 390, MATH 230, and STAT 350 should apply to the Economics M.A. program under the special provisions of this program and in consultation with the Director of Graduate Studies in Economics by the end of their junior year. Students must meet all the degree and application requirements and deadlines given by the Graduate School. Students who have completed the courses MATH 229, MATH 230, STAT 350, and ECON 390 with a grade of B or better may request that the GRE requirement for admission to the M.A. program be waived by the Department of Economics.~~

Students should apply to the Economics M.A. program under the special provisions of this program and in consultation with the Director of Graduate Studies in Economics prior to the start of their final year in the undergraduate B.S. in Economics program and

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are required to meet all the degree and application requirements and deadlines given by the Graduate School. Students who have completed the courses MATH 229, MATH 230, STAT 300, ECON 390, and ECON 391 with a grade of B or better may request that the GRE requirement for admission to the M.A. program be waived by the Department of Economics.

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### Curriculum

Students must complete all general education requirements and including MATH 229, MATH 230, STAT 300, ECON 360, ECON 361, and ECON 390, and ECON 391 by the end of their junior year. During their senior first year as a member of the accelerated program, students will take ECON 590 in the fall semester and 9 semester hours from 500-level elective courses spread across the two semesters of their senior year enroll in ECON 590, ECON 591, ECON 660, ECON 661, ECON 690, and ECON 691 which will fulfill elective requirements from the B.S. in Economics and requirements for the M.A. in Economics. If additional electives are taken before completion of the B.S. requirements, only 18 credit hours of these courses may be counted toward the elective requirements for the B.S. degree in Economics. Students are encouraged to enroll in ECON 592 to fulfill their capstone requirement and as a stepping stone toward their M.A. research paper, which is necessary to complete the M.A. degree. Upon receiving their undergraduate degree, students will then enroll in ECON 591, ECON 660, and ECON 661 in the fall semester, ECON 690 and ECON 692 in the spring semester, and be allowed to register for 600- and 700-level elective courses. Upon completion of the course and research paper requirements outlined in the Graduate Catalog for the M.A. in Economics Degree program, the students shall earn the M.A. in Economics. Students should also complete any remaining general education requirements or degree requirements for the B.S. in Economics except for elective courses. Upon receiving their undergraduate degree, students will be allowed to enroll in any 500, 600, or 700 level courses in Economics to complete the remaining requirements for the M.A. in Economics.

Students who are part of this accelerated B.S./M.A. in Economics program are not bound by the College of Liberal Arts and Sciences policy that prohibits students from earning more than 60 credit hours in their major, but are limited to applying only 18 credit hours of graduate study toward undergraduate degree requirements.

*Rationale: 1) Remove the “S” from MATHS 229 in the first paragraph under Admission (should be MATH 229). 2) The change to the STAT course simply reflects a change in the course number not the required course. 3) The remainder of the changes address complications that arose during the first couple of times students joining the program and are meant to provide a more transparent process for advising, students, and future administrators of the programs.*

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## DEPARTMENT OF ENGLISH

New Course **CLAS22.23.03.05** 2022-23 Undergraduate Catalog [LINK](#)

CIP Code: 23.0101 Course Component: LEC

### **ENGL 492 - Career Preparation for English Majors**

Explore how English major skills and extracurricular experiences build workplace credentials. Learn how to chart a career path using skills from your major, generate resume-building experiences, and present yourself in physical, digital, and social spaces.

**Credits: 3**

*Rationale: Develop awareness of English majors' specific employment skills and needed preparations for the job market.*

*Non-Duplication: The College of Liberal Arts and Sciences and Office of the Provost were consulted regarding this course and CLAS has indicated there is no duplication with any of their current course offerings. The Office of the Provost indicated there was duplication with their UNIV 301 course.*

*The committee is supporting the new course proposal for ENGL 492 because they feel it will be complimentary to the existing UNIV 301 Braven course since it is geared toward Jr/Sr level students and Braven serves Fr/So students. They also feel the course is specific to careers for English majors as opposed to the more general approach of UNIV 301. The committee voted to forward the proposal to the BC and Taylor will attend the meeting to discuss.*

## COLLEGE OF VISUAL AND PERFORMING ARTS

### SCHOOL OF ART AND DESIGN

Course Revision **CVPA22.23.02.01** 2022-23 Undergraduate Catalog [LINK](#)

#### **ARTD 211 - Intermediate Typography**

Study of typography, including its form, application, and role in culture. Exploration of typography as a primary medium of visual communication.

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Prerequisites & Notes PRQ: ARTD 201, and ARTD 202, and admission into the visual communication area of study.

Credits: 3

*RATIONALE: As published in the NIU Catalog, the Visual Communication (VisCom) area of study has Limited Admissions Requirements, Limited Retention Requirements, and other Special Requirements. ARTD 211 is one of the four courses listed in the Special Requirement GPA review policy and should be reserved for VisCom Majors only. The VisCom Majors only restriction previously applied to the ARTD 201 and ARTD 202 prerequisites, which in turn restricted access to this course, ARTD 211. During 2018-2019 the VisCom area only restriction was lifted from the prerequisites, opening them up to other majors. This unintentionally lifted the area only restriction from ARTD 211. This current change is a corrective measure to reinstate the VisCom only restriction to ARTD 211.*

*Enrollment in this course must be limited to VisCom majors for two reasons:*

- 1. To align the number of students with the resource limitations of the VisCom area: number of faculty, number of classrooms, lack of a computer lab, and small VisCom lab/studio spaces.*
- 2. VisCom students adhere to and follow the mandatory laptop and software policy—both are required for all VisCom coursework.*

Course Revision

**CVPA22.23.02.02**

2022-23 Undergraduate Catalog [LINK](#)

**ARTD 212 - Image in Visual Communication**

Study of the use, meaning, and making of images in graphic design. Technical aspects of image development and manipulation. Various methods and techniques of image making will be studied and explored.

Prerequisites & Notes PRQ: ARTD 201, and ARTD 202, and admission into the visual communication area of study.

Credits: 3

*RATIONALE: As published in the NIU Catalog, the Visual Communication (VisCom) area of study has Limited Admissions Requirements, Limited Retention Requirements, and other Special Requirements. ARTD 212 is one of the four courses listed in the Special Requirement GPA review policy and should be reserved for VisCom Majors only. The VisCom Majors only restriction previously applied to the ARTD 201 and ARTD 202 prerequisites, which in turn restricted access to this course, ARTD 212. During 2018-2019 the VisCom area only*

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*restriction was lifted from the prerequisites, opening them up to other majors. This unintentionally lifted the area only restriction from ARTD 212. This current change is a corrective measure to reinstate the VisCom only restriction to ARTD 212.*

*Enrollment in this course must be limited to VisCom majors for two reasons:*

- 1. To align the number of students with the resource limitations of the VisCom area: number of faculty, number of classrooms, lack of a computer lab, and small VisCom lab/studio spaces.*
- 2. VisCom students adhere to and follow the mandatory laptop and software policy—both are required for all VisCom coursework.*

Course Revision

**CVPA22.23.02.03**

2022-23 Undergraduate Catalog [LINK](#)

**ARTD 311 - Intermediate Visual Communication I**

Use of typography and imagery in the problem-solving processes in graphic design with emphasis on the development of conceptual skills.

Prerequisites & Notes

PRQ: ARTD 211, ~~and ARTD 212~~, admission into the visual communication area of study, and a minimum overall 3.0 GPA in ARTD 201, 202, 211, and 212 (as outlined in the special requirements section of the catalog).

Credits: 3

***RATIONALE: Revised 11/9/2022.** This additional information is a necessary corrective measure to explicitly align the course prerequisites with the published guidelines for Visual Communication (VisCom) found in the Limited Admissions Requirements, Limited Retention Requirements, and the CVPA Special Requirements sections of the NIU catalog.*

*The existing course prerequisites contradict and undermine the VisCom application, review, acceptance, and GPA processes and policies. Students have found a way to avoid the VisCom policies yet continue to enroll in upper-level Viscom courses. Even those who haven't passed the GPA review are still able to enroll in upper-level Viscom courses. This negatively affects our area in many ways—too many to list here.*

*Correcting this single 311 course prerequisite will prevent all these issues from occurring in the future. ARTD 311 serves a gateway course and this prerequisite revision will ensure that only Visual Communication majors who have passed the GPA review can continue in the Visual Communication program.*

*While including the text "admission into the visual communication area of study" in the prerequisite may appear redundant for students that have started at NIU as freshmen and*



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*have been progressing through the VisCom program, it is necessary to ensure that transfer students also meet this prerequisite. Specifically, for transfer students who have taken ARTD 211 and ARTD 212, or equivalent, at their prior institution ARTD 311 may be their first course in the VisCom curriculum at NIU. Keeping the language about admission into the VisCom program prevents students who have not yet been accepted from taking the course.*

***Note added 11/09/22 by CC/CE following discussion with Dede Young, RegRec, and Ed Klonoski, CVPA – The reference of “an overall GPA of 3.0” raised questions in executive committee. RegRec has confirmed that they are able to handle this calculation as a PRQ. Other courses contain similar language, such as ETR 430 (Cumulative GPA of 2.75 or higher); MGMT 335 (cumulative GPA of at least 2.50); MUED 352 (Minimum NIU cumulative GPA of 2.50); BIOS 416 (Minimum overall GPA of 2.70 in all applicable biology, chemistry, and physics courses).***

Course Revision

**CVPA22.23.02.04**

2022-23 Undergraduate Catalog [LINK](#)

**ARTD 319 - Interaction Design II**

Principles of prototyping, digital animation, and interaction, and the application of formal systems in design.

Prerequisites & Notes

PRQ: ARTD 311, ARTD 318, and admission into the visual communication area of study.

Credits: 3

*RATIONALE: As published in the NIU Catalog, the Visual Communication (VisCom) area of study has Limited Admissions Requirements, Limited Retention Requirements, and other Special Requirements.*

*Since the only prereq listed (ARTD 318 - Interaction Design I) is available to non-VisCom majors, we must insert these additional prerequisites to ensure that ARTD319 Interaction Design II is reserved for VisCom majors who have also met the requirements of ARTD 311.*

*Enrollment in this course must be limited to VisCom majors for two reasons:*

- 1. To align the number of students with the resource limitations of the VisCom area: number of faculty, number of classrooms, lack of a computer lab, and small VisCom lab/studio spaces.*
- 2. VisCom students adhere to the mandatory laptop and software policy—both are required for all VisCom coursework.*

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**Additional rationale provided 11/7/2022:** *Since 318 is open to all majors (as an intro-level course) and it's the only current pre-req for 319, we need to make sure that only Viscom majors enroll in 319. So, I believe we do need the statement: "and admission into the visual communication area of study." I realize that the addition of 311 as a prereq does provide this area barrier, but I'd rather err on the side of caution and have a slight redundancy rather than need additional catalog edits in the future for scenarios that I cannot foresee or identify at this time.*

*The skills and competencies from 311 are important and relevant, it's not just an area-related barrier. 311 covers much needed design skills that will be used in the upper lever 319 coursework .*

Other Catalog Change **CVPA22.23.02.05** 2022-23 Undergraduate Catalog [LINK](#)

**Art and Design Education (B.S.Ed.)**

↓

**15 semester hours in the following four categories with no repetition of courses:**

↓

**4. One of the following (3)**

- **ARTD 273 - Introduction to Time Arts I Credits: 3**
- ARTD 303 - Video Art Credits: 3
- **ARTD 370 - 2-D Animation Credits: 3**
- **ARTD 373 - 3-D Animation Credits: 3**
- **ARTD 419 - Intermediate Digital Photography Credits: 3**
- ARTS 449 - 3D Digital Sculpting Credits: 3
- **ARTS 450 - Digital Fabrication Workshop Credits: 3**

*RATIONALE: The option of only having two courses to fulfill the design requirement was difficult for many students to fit into their schedule, and ARTD 303 and 370 have limited seats. By allowing students to take other courses that fulfill the design requirements, students in the B.S.Ed. program will be able to more quickly progress through course requirements and take courses of personal interest that fit their schedules.*



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## COLLEGE OF HEALTH AND HUMAN SCIENCES

### SCHOOL OF NURSING

Other Catalog Change **CHHS22.23.02.05** [LINK](#) 2022-2023 Undergraduate Catalog

#### **Nursing (B.S.)**

##### **Bachelor of Science in Nursing (Pre-Licensure)**

##### **Requirements in School (60)**

- NURS 302 - Professional Nursing Credits: 3
- NURS 303 - Foundations of Nursing Clinical Credits: 2
- NURS 304 - Health Assessment Credits: 2
- AND NURS 307 - Health Assessment Application Credits: 1
- NURS 305 - Foundations of Nursing Credits: 3
- NURS 308 - Alterations in Biological Systems Credits: 3
- NURS 313 - Adult Health Across the Lifespan Clinical Credits: 2
- NURS 314 - Mental Health Nursing Credits: 3
- NURS 315 - Adult Health Across the Lifespan I Credits: 3
- NURS 316 - Pharmacology Credits: 3
- NURS 317 - Nursing Research and Evidence-Based Practice Credits: 3
- NURS 317 is a writing infused course.
- NURS 318 - Adult Health Across the Lifespan II Credits: 3
- NURS 319 - Nursing Care of the Childbearing Family Credits: 3
- NURS 323 - Mental Health Nursing Clinical Credits: 2
- NURS 333 - Adult Health Across the Lifespan II Clinical Credits: 2
- NURS 343 - Childbearing Family Clinical Credits: 2
- NURS 419 - Population-Focused Nursing Credits: 3
- NURS 422 - Child Health Nursing Credits: 3
- NURS 431 - Transition to Professional Nursing Credits: 3
- ~~Prelicensure students only.~~
- NURS 431 is a writing infused course.
- NURS 432 - Processes for Nursing Leadership Credits: 3
- NURS 433 - Child Health Nursing Clinical Credits: 2
- NURS 443 - Population-Focused Nursing Clinical Credits: 2
- AND NURS 453 - Capstone Clinical Credits: 4

##### ~~Nursing RN Degree Completion (RN-B.S.)~~ **Bachelor of Science in Nursing (RN-BS Degree Completion)**

##### **Requirements in School (28)**

- [NURS 306 - Health Assessment for Nursing Practice](#) Credits: 3
- [NURS 308 - Alterations in Biological Systems](#) Credits: 3
- [NURS 317 - Nursing Research and Evidence-Based Practice](#) Credits: 3
- NURS 317 is a writing infused course.

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- [NURS 347 - Concepts of Professional Nursing](#) Credits: 4
- ~~[NURS 408 – Genetics and Human Genomics for Nurses](#) Credits: 1~~
- NURS 419 - Population-Focused Nursing Credits: 3
- NURS 432 - Processes for Nursing Leadership Credits: 3
- NURS 488 - Nursing Ethics and the Law Credits: 3
- NURS 492 - Practicum in Leadership and Population-Focused Nursing I Credits: 3
- NURS 492 is a writing infused course.
- NURS 493 - Practicum in Leadership and Population-Focused Nursing II Credits: 3
- Upon successful completion of NURS 347, the RN-BS student will receive 33 semester hours of credit for NURS 303, NURS 305, NURS 313, NURS 314, NURS 315, NURS 316, NURS 318, NURS 319, NURS 323, NURS 333, NURS 343, NURS 422, and NURS 433. This credit will be held in “escrow” and will be posted to the student’s transcript upon successful completion of 12 semester hours of nursing credit with a grade of C or better.

*RATIONALE: Rationale for program name change - In the School of Nursing, there are two tracks for students to earn a Bachelor of Science degree - prelicensure and RN-BS. By breaking out the requirements by track, it will be easier for the students to see the courses they are required to take.*

*Rationale for removal of “prelicensure only” – Since the tracks will be displayed separately, it is no longer necessary to distinguish a course as “prelicensure only”*

*Rationale for removal of NURS 408 – The undergraduate curriculum was recently revised and this content for this course was incorporated into other courses, so this course is no longer needed.*

## **SCHOOL OF FAMILY AND CONSUMER SCIENCES**

Deleting Degree **CHHS22.23.04.03** [LINK](#) 2022-2023 Undergraduate Catalog

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

↓

### **Majors**

- Fashion Merchandising (B.S.)
- ~~Hospitality and Tourism Management (B.S.)~~
- Human Development and Family Sciences, Comprehensive Major (B.S.)

↓

~~Hospitality and Tourism Management (B.S.)~~

~~The mission of the Hospitality and Tourism Management major is to prepare graduates with the foundational knowledge, demonstrated skills, and professional attitudes required in the field of Hospitality and Tourism Management. Graduates from this program are prepared for entry-level management positions and advanced study in hospitality and tourism management.~~

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It is highly recommended that students see their advisers to plan their sequence of courses.

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

Check departmental information for additional requirements.

**Special Requirements**

Clinical requirements (HERE) requirements must be completed prior to enrolling in HOSP 320. Students must earn a grade of C or better in FACS prerequisite courses before they can enroll in any successive FACS course to meet the requirements for the hospitality and tourism management major.

Liability insurance for internships is provided through a course fee.

**Requirements in School (56-57)**

~~HOSP 202 – Introduction to the Hospitality Industry Credits: 3~~

~~HOSP 301 – Career Planning in the Hospitality Industry Credits: 2~~

~~HOSP 301 is a writing-infused course.~~

~~HOSP 316 – Hospitality Service Credits: 3~~

~~HOSP 319 – Foundations of Tourism Credits: 3~~

~~HOSP 320 – Quantity Food Production Credits: 4~~

~~HOSP 418 – Managing Human Resources in the Hospitality Industry Credits: 3~~

~~HOSP 425 – Hospitality Management Credits: 3~~

~~HOSP 426 – Strategic Management in the Hospitality Industry Credits: 3~~

~~HOSP 426 is a writing-infused course.~~

~~HOSP 430 – Data Analysis for the Hospitality Industry Credits: 3~~

~~HOSP 491 – Leadership Seminar in Hospitality and Tourism Credits: 2~~

~~HOSP 491 fulfills the Human Diversity Requirement.~~

~~HOSP 492 – Distinguished Speaker Series Credits: 1~~

~~Student may take 1-2 semester hours in this course.~~

~~HOSP 495 – Internship in Hospitality Management Credits: 1-15~~

~~Students must take 8 semester hours in this course.~~

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

~~FINA 320 – Principles of Finance Credits: 3~~

~~HOSP 206 – Culinary Fundamentals Credits: 2~~

~~HOSP 303 – Hospitality Law Credits: 3~~

~~HOSP 315 – Casino and Gaming Management Credits: 3~~

~~HOSP 427 – Catering Operations Practicum Credits: 3~~

~~MKTG 325 – Buyer Behavior Credits: 3~~

~~MKTG 350 – Principles of Selling Credits: 3~~

~~MKTG 425 – Services Marketing Credits: 3~~

~~NUTR 424 – Cultural and National Food Patterns Credits: 3~~

~~OMIS 259 – Introduction to Business Information Systems Credits: 3~~

~~OMIS 259 is available for general education credit.~~

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~~OMIS 338—Principles of Operations Management Credits: 3~~

Select one of the following areas of study:

~~Hotel Management (9)~~

~~HOSP 302—Lodging Operations Credits: 3~~

~~HOSP 314—Hospitality Facility Management Credits: 3~~

~~HOSP 411—Yield Management in the Hospitality Industry Credits: 3~~

~~Restaurant, Meeting, and Event Management (9)~~

~~HOSP 304—Food and Beverage Operations Credits: 3~~

~~HOSP 413—Meeting, Event, and Convention Management Credits: 3~~

~~HOSP 417—Trade Show and Exhibition Management Credits: 3~~

~~Requirements outside School (24-26)~~

~~ACCY 206—Introductory Financial Accounting Credits: 3~~

~~OR ACCY 288—Fundamentals of Accounting Credits: 3~~

~~ECON 260—Principles of Microeconomics Credits: 3~~

~~Available for general education credit.~~

~~MATH 210—Finite Mathematics Credits: 3~~

~~Available for general education credit.~~

~~OR MATH 211—Calculus for Business and Social Science Credits: 4~~

~~Available for general education credit.~~

~~MGMT 217—Legal Environment of Business Credits: 3~~

~~MGMT 333—Principles of Management Credits: 3~~

~~MKTG 295—Principles of Marketing Credits: 3~~

~~PSYC 102—Introduction to Psychology Credits: 3~~

~~Available for general education credit.~~

~~STAT 200—Elementary Statistics Credits: 4~~

~~OR STAT 100—Basic Statistics Credits: 3~~

~~Available for general education credit.~~

~~OR UBUS 223—Introduction to Business Statistics Credits: 3~~

~~Total Hours for a Major in Hospitality and Tourism Management: 80-83~~

~~B. S. Degree Completion Program in Hospitality and Tourism Management~~

~~The focus of this program is baccalaureate-level education for Hospitality and Tourism Management. This degree program is uniquely designed for individuals who have finished their A.A.S. (Associate in Applied Science) in Hospitality Management or related degree. The degree program is offered primarily online.~~

~~To receive the degree, a student must satisfy all university graduation requirements and must have completed an applied associate degree (A.A.S.).~~

~~Students interested in the B.S. degree completion program in Hospitality and Tourism Management should contact a program adviser for a preadmission interview and course counseling session. Upon completion of the preadmission interview and admission to NIU, proficiency credit may be awarded for HOSP 202,~~

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~~HOSP 302, HOSP 303, HOSP 304, HOSP 316, HOSP 319, HOSP 320., HOSP 413, HOSP 418, and HOSP 425. These proficiency credits will be held in escrow and be awarded during the last semester prior to degree completion.~~

~~Students must complete 30 semester hours at NIU, excluding proficiency credit. In this completion program, students are exempt from the 30-semester-hour residency requirement.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

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## **COLLEGE OF EDUCATION**

### **DEPARTMENT OF SPECIAL AND EARLY EDUCATION**

Course Revision      **CEDU22.23.03.03**      2022-23 UG Catalog [LINK](#)

#### **SESE 417 - Positive Behavior Support and Classroom Management for Special Educators**

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.

#### **Prerequisites & Notes**

PRQ: SESE 260, SESE 370, and LTCY 300 **SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449**; or consent of department. CRQ: must be taken with a clinical course with placement at the elementary level **that includes students with developmental disabilities**.

Credits: 3

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.04**      2022-23 UG Catalog [LINK](#)

#### **SESE 418 - Early Field Experience in Special Education: Elementary, Mild Disabilities**

Supervised field experience in special education. Emphasis on instruction of students with mild disabilities in the elementary grades, urban schools, culturally responsive instruction, and multi-tiered systems of support programs. S/U grading.

#### **Prerequisites & Notes**

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~~459, or consent of department.

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Credits: 2

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.05**      2022-23 UG Catalog [LINK](#)

**SESE 444 - Instructional Methods and Strategies for Middle and Secondary Students with Mild Disabilities**

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.

Prerequisites & Notes

PRQ: SESE 415, SESE 416, SESE ~~417~~**459**, and 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.

Credits: 3

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.06**      2022-23 UG Catalog [LINK](#)

**SESE 446 - Methods for Supporting the Social/Emotional Development of Students with Emotional/Behavior Disorders**

Organization of the school and classroom environment to facilitate management of academic and social behavior of K-12 students with 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.

Prerequisites & Notes

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PRQ: SESE 415, SESE 416, SESE ~~417~~, and SESE ~~418~~, and SESE 459; 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.

Credits: 3

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.07**      2022-23 UG Catalog [LINK](#)

**SESE 447 - Consultation, Collaboration, and Communication Skills for Special Educators**

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.

**Prerequisites & Notes**

PRQ: SESE 415, SESE 416, SESE ~~417~~, and SESE ~~418~~, and SESE 459; 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.

Credits: 3

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.08**      2022-23 UG Catalog [LINK](#)

**SESE 448 - Planning for the Transition from School to Employment, Career and Postsecondary Education for Students with Disabilities**

Strategies for effectively planning the transition from school to employment, career, postsecondary education and community for students with disabilities in secondary



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school settings. Emphasis on student-centered planning, career and transition assessment involving students, families, school and community supports. Includes field-based assignments.

**Prerequisites & Notes**

PRQ: SESE 415, SESE 416, SESE 417, and SESE 418, and SESE 459; 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.

Credits: 3

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.09**      2022-23 UG Catalog [LINK](#)

**SESE 459 - Professional Practice in Special Education**

Development and analysis of the roles and responsibilities of special educators. Emphasis on IEPs, collaboration, communication, and professional growth.

**Prerequisites & Notes**

PRQ: ~~SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449~~ SESE 260, SESE 370, and LTCY 300; 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 at the elementary level.

Credits: 3

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.10**      2022-23 UG Catalog [LINK](#)

**SESE 460 - Instructional Methods for Individuals with Autism and Developmental Disabilities**

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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.

**Prerequisites & Notes**

PRQ: SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449; or consent of department. CRQ: SESE 459417 and SESE 461; must be taken with a clinical course with placement that includes students with developmental disabilities.

Credits: 3

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.11**      2022-23 UG Catalog [LINK](#)

**SESE 461 - Assistive Technology for Individuals with Autism and Multiple Disabilities**

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.

**Prerequisites & Notes**

PRQ: SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449; or consent of department. CRQ: SESE 459417 and SESE 460; must be taken with a clinical course with placement that includes students with developmental disabilities.

Credits: 3

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from*

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*the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

Course Revision      **CEDU22.23.03.12**      2022-23 UG Catalog [LINK](#)

**SESE 463 - Early Field Experience in Special Education: Autism and Developmental Disabilities**

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.

**Prerequisites & Notes**

PRQ: SESE 444, SESE 446, SESE 447, SESE 448, and SESE 449, and other district, department, and university requirements. CRQ: SESE 459, **417**, SESE 460, and SESE 461, or consent of the department.

Credits: 2

*RATIONALE: Within the special education program, we are moving SESE 417 from the first professional semester to the third professional semester. We are also moving SESE 459 from the third to the first professional semester. These moves require changes to the prerequisites and co-requisites listed in the catalog descriptions of several courses.*

**COLLEGE OF ENGINEERING AND ENGINEERING  
TECHNOLOGY**

**DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING**

Course Revision      **CEET22.23.02.01**      2022-23 Catalog [Link](#)

ISYE 466. ANALYSIS AND DESIGN OF SUPPLY CHAIN SYSTEMS (3). Analysis of material and information flows in complex production-distribution networks. Knowledge and the tools necessary to develop, implement, and sustain strategies for designing supply chains. Focus on the use of analytical modeling techniques to understand and manage supply chains. Topics include planning demand and supply, inventory management, transportation, network design and facilities decisions, and coordination in a supply chain.

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PRQ: **ISYE 335 and ISYE 440 370**, or consent of department.

*Rationale: The analytical modeling techniques that are covered in this course highly rely on a good understanding of linear optimization which is the focus of ISYE 370 and probability and statistics which are the focus of ISYE 335. This course is related to ISYE 440 but does not highly rely on ISYE 440. The proposed change is to remove ISYE 440 and replace it by ISYE 370 and ISYE 335 as the prerequisite.*

## **COLLEGE OF HEALTH AND HUMAN SCIENCES**

### **SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS**

Course Revision     **CHHS22.23.04.05**     [LINK](#) 2022-2023 Undergraduate Catalog

COMD 423. Developmental Speech and Language Disorders (3). **Pediatric disorders of speech and language disorders**, in special populations observations and clinical problem solving. PRQ: COMD 221 and COMD 305

*RATIONALE: The updated description removes outdated terminology and clarifies that this course covers only pediatric speech and language disorders.*

### **SCHOOL OF FAMILY AND CONSUMER SCIENCES**

Course Deletion     **CHHS22.23.04.06**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 202. Introduction to the Hospitality Industry (3) Exploration of related fields and career opportunities in the hospitality industry, travel and tourism, lodging, foodservice, meetings and conventions, leisure and recreation, and beverage operations. Description of specific positions including requirements of job duties, skills, knowledge, personality attributes, and working conditions. Overview of current regional, national, and global trends in the industry.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.07**     [LINK](#) 2022-2023 Undergraduate Catalog

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~~HOSP 206. Culinary Fundamentals (2). The theories and practice of food preparation in a quantity production kitchen. Focus on culinary fundamentals, equipment operation, sanitation, and product quality control. Application of communication skills, time management skills and problem-solving strategies in a fast-paced work environment.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.08**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 296. Cooperative Education I for Hospitality Management (1-3)  
Cooperative work experience for students in the hospitality management emphasis in family and consumer sciences. Participation and work site must be approved by the school and the cooperative education program coordinator. S/U grading. PRQ: Declared hospitality management major.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.09**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 299. Experiences in Hospitality Management I (3-30). Approved introductory experiences and related training programs supervised by a professional specialist. When credit is earned in conjunction with HOSP 399, Experiences in Hospitality Management II, total credit hours in both courses may not exceed 30 semester hours. PRQ: Consent of school.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.10**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 301. Career Planning in the Hospitality Industry (2) A comprehensive approach to career planning in the hospitality industry that incorporates self-awareness, career exploration, and self-marketing techniques for use in career decision making and development of job search skills. CRQ: HOSP 202.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and*

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*Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.11**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 302. Lodging Operations (3) Study of operational issues of lodging facilities including housekeeping, reservations, and front desk. Focus on revenue management, forecasting, and property management systems. On-site observations with practical applications. PRQ: HOSP 202 with a grade of C or better. CRQ: MKTG 295.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.12**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 303—Hospitality Law (3) Introduction to the principles of hotel, restaurant, and travel law. Case studies of industry related regulations on duty of innkeepers, dram shop laws, truth in menu laws, and service contracts in the hospitality industry. PRQ: MGMT 217 and HOSP 202. CRQ: HOSP 302.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.13**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 304. Food and Beverage Operations (3) Principles of food and beverage operations. Application of established standards, techniques, and practices of food and beverage management including styles of dining room services, menu design, purchasing, storing, and controlling restaurant supplies and equipment, legal issues on serving alcoholic beverages, food sanitation, revenue and cost control, restaurant facility design, customer service, and labor management. PRQ: HOSP 202.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.14**     [LINK](#) 2022-2023 Undergraduate Catalog



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~~HOSP 314. Hospitality Facility Management (3) An overview of the operation of hospitality facilities, including operating costs for various types of facilities, types and characteristics of major building systems, renovation and design issues specifically related to the hospitality industry. Environmentally sustainable hotel management is discussed with a broad range of topics including global certifications.  
PRQ: HOSP 302. CRQ: MGMT 333.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.15**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 315. Casino and Gaming Management (3) Emphasis on the structure and operating protocols for gaming, including onshore and offshore venues. Focus on internal/external auditing, gaming regulations, economic impact, e-commerce, financial control, and responsible gaming. PRQ: HOSP 202.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.16**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 316. Hospitality Service (3) Principles and practices of service excellence within the hospitality industry. Presents an overview of service management in the hospitality industry including design, evaluation, and management of hospitality service delivery systems. PRQ: HOSP 202 and hospitality management major.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.17**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 319. Foundations of Tourism (3) Introduction to the principles, practices, and philosophies of tourism, with emphasis upon global impacts, delivery and development of products and services, tourist behavior, and economic aspects of the tourism industry. Examines travel and tourism from an interdisciplinary perspective.~~

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~~PRQ: Sophomore standing.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.18**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 320. Quantity Food Production (4) Application of principles of food preparation to quantity food production and service, including operation and care of equipment, procurement of goods, scheduling of employees, costing of menus, and management responsibilities for a day of service in a student-operated dining facility.~~

~~PRQ: NUTR 200A with a grade of C or better and NUTR 200B with a grade of C or better, or HOSP 316 with a grade of C or better, first aid and cardiopulmonary resuscitation (CPR) certifications, 2-step tuberculin (TB) test, and verification of 60 hours work experience in food production.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.19**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 396. Cooperative Education II for Hospitality Management (1-3) Advanced cooperative work experience for students in the hospitality management emphasis in family and consumer sciences. Participation and work site must be approved by the school and the cooperative education program coordinator. Enrollment is restricted to students participating in a second course experience or equivalent. S/U grading. May be repeated to a maximum of 6 semester hours. PRQ: HOSP 296 or equivalent, declared hospitality management major, and consent of school.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.20**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 399. Experiences in Hospitality Management II (3-30) Approved advanced experiences and related training programs supervised by a professional specialist. When credit is earned in conjunction with HOSP 299, Experiences in Hospitality Management~~



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~~I, total credit hours in both courses may not exceed 30 semester hours. PRQ: Consent of school.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.21**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 411. Yield Management in the Hospitality Industry (3) Exploration of competitive benchmarking, demand forecasting and distribution using case analysis, internal and external measurement tools, tactical pricing and packaging in the hospitality operation. Topics include demand forecasting in hospitality operation, channel and hotel room inventory management, and yield management software application. PRQ: HOSP 302 and ECON 260.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.22**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 413. Meeting, Event, and Convention Management (3)  
Fundamental concepts of meeting, event, and convention management. Includes the foundation and structure of the meeting industry, site selection, facility contractual issues, meeting budget management, industry associations, Convention and Visitors Bureaus, meeting destinations, sponsors, meeting technology, convention and conference centers, and catering management. Career exploration is also discussed. PRQ: HOSP 202 with a grade of C or better.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.23**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 417. Trade Show and Exhibition Management (3) Study of trade show and exhibition management. Includes varieties of exhibitions, trade show planning, on-site operations, design of exhibitor prospectus, marketing materials, floor plans, legal considerations, registration and data management, specification and work orders,~~

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~~service contractors, housing management, and international exhibitions.  
PRQ: HOSP 413 with a grade of C or better, and at least junior standing.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.24**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 418. Managing Human Resources in the Hospitality Industry (3) Fundamental concepts, techniques, and tools of human resources management in the hospitality industry. Includes legislative and technical aspects of managing hospitality employees; roles and responsibilities of hospitality managers in employee selection, performance appraisals, training, compensation, and benefits. Global issues and other current topics in hospitality human resource management are covered.  
PRQ: HOSP 202 with a grade of C or better. CRQ: MGMT 333.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.25**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 425. Hospitality Management (3) Application of cost control principles to hospitality industry with focus on financial statement analysis, management of assets, ratio analysis, operating budgeting, and cash management. PRQ: ACCY 206 or ACCY 288; and MATH 104 and MATH 105, or MATH 110, or satisfactory performance on the mathematics placement examination.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion     **CHHS22.23.04.26**     [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 426. Strategic Management in the Hospitality Industry (3)  
Analysis of environments associated with a product/market domain and implementation of the proper mix of competitive strategy and organization structure in the hospitality industry. Opportunity to explore the process and content of strategic~~

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~~management as applied to the administration of hospitality organizations. Attention is given to specific strategies for building competitive advantage and generating superior value for customers in the hospitality industry. PRQ: HOSP 425 with a grade of C or better, and MGMT 333.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.27**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 427. Catering Operations Practicum (3) Study and application of catering functions and services. Plan, organize, implement and execute catering activities at the Chandelier Dining Room and other locations. Laboratory to be announced. PRQ: ServSafe Food Protection Manager Certification.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.28**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 430. Data Analysis for the Hospitality Industry (3) Acquaint students with a variety of data, including the hotel industry performance reports and restaurant industry operations report, that can be turned into useful information for sound hospitality decision making. PRQ: HOSP 425; and MATH 210 or MATH 211.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.29**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 491. Leadership Seminar in Hospitality and Tourism (2)  
Address key characteristics and practices of hospitality leaders and leadership skills required to develop high performance teams and employee empowerment. PRQ: HOSP 418.~~

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*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.30**      [LINK](#) 2022-2023 Undergraduate Catalog

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

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Deletion      **CHHS22.23.04.31**      [LINK](#) 2022-2023 Undergraduate Catalog

~~HOSP 495. Internship in Hospitality Management (1-15) Supervised participation in professional settings. Includes experiences appropriate to professional interests in the hospitality industry. May be repeated up to a maximum of 15 semester hours. PRQ: HOSP 302 or HOSP 304; HOSP 316, and HOSP 301; with a grade of C or better in each course.~~

*RATIONALE: The HOSP program is no longer being offered in the School of Family and Consumer Sciences. The teach out of the curriculum is being completed. Enrollments are no longer being accepted effective May 2021.*

Course Revision      **CHHS22.23.05.01**      [LINK](#)      2022-2023 Undergraduate Catalog

~~GERO 365. Overview of Gerontology (3) Foundational concepts of aging and social gerontology. Examines classic and contemporary readings emphasizing the biopsychosocial aspects of aging from personal relationships to cultures, policies, financial aspects, programs for health improvement, and societal infrastructure. PRQ: Sophomore standing or consent of program.~~

*RATIONALE: Removed course prerequisites to allow course to be taken earlier in program. This allows student learner to have foundational information before progressing further in the program.*

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Course Revision     **CHHS22.23.05.02**     [LINK](#)     2022-2023 Undergraduate Catalog

GERO 369. Dementia Studies (3) Introduction to the complexities of dementia as a disease, as experienced by the individual, family unit, and society. Incorporates biomedical, social-psychological, and social-gerontological perspectives. PRQ: (HDFS 280 or HDFS 284) and GERO 365 or consent of program.

*RATIONALE: Change reflects movement of gerontology courses into HDFS major and helps ensure students have foundational knowledge for success in GERO 369.*

Course Revision     **CHHS22.23.05.03**     [LINK](#)     2022-2023 Undergraduate Catalog

GERO 418. Social Policy and Advocacy in Aging (3) Overview of policy and advocacy as it relates to issues in human aging. Includes study of social environments and contexts critical to the understanding of policy development for individuals, families, and communities. PRQ: HDFS 280 or HDFS 284, and GERO 365 or consent of the department.

*RATIONALE: Change reflects movement of gerontology courses into HDFS major and helps ensure students have foundational knowledge for success in GERO 418.*

## **SCHOOL OF HEALTH STUDIES**

Course Revision     **CHHS22.23.02.06**     [LINK](#)     2022-2023 Undergraduate Catalog

AHLS 337. Medical Diagnostic Microbiology Laboratory (± 2)  
Practical laboratory application of theory and analytical techniques related to the clinical microbiology lectures. Includes manual procedures for the identification and assessment of pathogenic microorganisms in the clinical laboratory. Clinical specimens utilized in laboratory. CRQ: AHLS 336.

*RATIONALE: AHLS 337 was once 2 credits but decreased to 1 credit a couple of years ago when mycology content was removed from the course. However, based on feedback from faculty meetings and student exit survey responses from the last 2 years when the course was only 1 credit, additional time is needed for students to get more microbiology lab experience. Increasing the credit hours will not cause an overload for the spring semester when the course is offered.*

## **COLLEGE OF LIBERAL ARTS AND SCIENCES**

### **DEPARTMENT OF EARTH, ATMOSPHERE AND ENVIRONMENT**

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Course Deletion      **CLAS22.23.04.01**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOG 300 – Proseminar~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.02**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOG 330 – Geography of the U.S. and Canada~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.03**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOG 335X – Immigration~~

*Crosslisted as SOCI 335.*

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.04**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOG 336 – Geography of Africa~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

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Course Deletion      **CLAS22.23.04.05**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOG 442X—Geomorphology~~

*Crosslisted as GEOL 442.*

*Rationale: This course will now be taught as EAE 442 (formerly GEOL 442).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.06**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOG 491—Undergraduate Research in Geography~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE). It was combined with GEOL 489, Undergraduate Research, and will now be offered as EAE 489.*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.07**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOG 497—Student Teaching (Secondary) in Geography/Earth Sciences~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.08**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOL 350—Internship in Geosciences~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.09**      2022-23 Undergraduate Catalog [LINK](#)



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~~GEOL 390 – Introduction to Groundwater~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.10**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOL 399 – Honors Volcanology~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.11**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOL 412 – Petrography~~

*Rationale: This course will no longer be taught due to reorganization of the department (GEOG/GEOL to EAE).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

Course Deletion      **CLAS22.23.04.12**      2022-23 Undergraduate Catalog [LINK](#)

~~GEOL 492X – Hydrology~~

*Crosslisted as GEOG 492.*

*Rationale: This course will now be taught as EAE 492 (formerly GEOG 492).*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

**DEPARTMENT OF SOCIOLOGY**

Course Revision      **CLAS22.23.04.13**      2022-23 Undergraduate Catalog [LINK](#)



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Current Course Component: LEC                      Proposed Course Component: LEC (no change)

**SOCI 335 - Immigration**

~~Crosslisted as GEOG 335X.~~ Examines the national ... .. United States and beyond.

**Prerequisites & Notes**

PRQ: SOCI 170 or SOCI 250 or SOCI 260 or SOCI 270, or consent of department.

Credits: 3

*Rationale: Deletion of GEOG 335X.*

*Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 3, 2022.*

*Notification: The Department of Sociology was notified of this change via email on October 10, 2022.*

## **COLLEGE OF VISUAL AND PERFORMING ARTS**

### **SCHOOL OF MUSIC**

Course Revision **CVPA22.23.04.01**

2022-23 Undergraduate Catalog: [LINK](#)

**MUSP 398** – Selected Studies in Music: Performance

Independent or small group study of selected topics of interest or need in music. May be repeated to a total of 6 semester hours. **Multiple enrollments with different subjects are allowed in the same semester.** S/U grading.

**Prerequisites & Notes**

PRQ: Consent of school

Credits: 1-4

*RATIONALE: Current description does not specify that there are different topics and that simultaneous enrollment in different subjects is allowed.*

### **SCHOOL OF THEATRE AND DANCE:**

**BACCALAUREATE COUNCIL**  
**Third Meeting/2022-23 Academic Year**  
**November 10, 2022**

**EXPEDITED/CONSENT – Recorded for inclusion in the 2022-23 Undergraduate Catalog via  
the Expedited Curricular Process** p. 21 of 21

Course Revision

**CVPA22.23.04.02**

2022-23 Undergraduate Catalog [LINK](#)

**THEA 321** - Theatre Design III: Scenery

Discussions and projects investigating aesthetic, technical, and practical problems of designing scenery for the stage.

Prerequisites & Notes

**PRQ:** THEA 220 and ~~THEA 249~~, or consent of school.

Credits: 3

*RATIONALE: THEA 249 is no longer a course offered in our current curriculum and the information is covered in other courses*