

OFFICIAL MINUTES

Baccalaureate Council Meeting 4th Meeting/Academic year 2022-23 University Suite. Holmes Student Center/ Virtual on Teams 12:30 – 3:00 p.m., Thursday, December 1, 2022

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), R. Houze (CVPA), B. Hart (CVPA), M. Myles (Advising), B. McGowan (University Libraries)

Voting Members Absent: A. Linnars (CLAS), C. Kuja (CLAS Student), 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),

Upon confirmation of a quorum, the Baccalaureate Council (BC) meeting was called to order at 12:31 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 December 1, 2022. Sebastio moved approval, and it was seconded by Ferguson. **MOTION PASSED UNANIMOUSLY.**
- II. **APPROVAL OF MINUTES** - McFarland McKee noted that there was a correction to the minutes that had been distributed by email prior to remove two items from Section A that had been tabled during the meeting. McFarland McKee called for a motion to approve the corrected minutes of the November 10, 2022, meeting. Strid moved approval, seconded by Myles. **MOTION PASSED UNANIMOUSLY.**
- III. **ANNOUNCEMENTS** - Ghrayeb announced that the meeting of the BC scheduled for December 8 will need to be held as there is a substantial discussion agenda in Section A for that meeting's agenda.
- IV. **DISCUSSION AGENDA**
 - A. **Section A**
 1. **College of Business** – Ghrayeb called for a motion to approve the following College of Business items in Section IV.A.1 of the agenda. Ferguson moved approval, seconded by Shokrani. Ghrayeb opened the floor for discussion. With no questions or comments, **MOTION PASSED UNANIMOUSLY.**

CBUS 05 (AY 2022-2023)

- CBUS22.23.05.04 / Other Catalog Change Marketing Department Requirements removes language related to portfolio
- CBUS22.23.05.05 / Other Catalog Change Marketing B.S. Requirements in Department removes language related to portfolio

CBUS 06 (AY 2022-2023)

- CBUS22.23.06.01 / Other Catalog Change Management B.S. Requirements in Department Changes to list of required courses options

2. **College of Education** – Ghrayeb called for a motion to approve the following College of Education items in Section IV.A.2 of the agenda. Miles moved approval, seconded by Strid. Ghrayeb opened the floor for discussion. There being no questions or comments, Ghrayeb called for a vote. **MOTION PASSED UNANIMOUSLY.**

CEDU 05 (AY 2022-2023)

- CEDU22.23.05.05 / Other Catalog Change Minor in Counseling deletes opening sentence

CEDU 06 (AY 2022-2023)

- CEDU22.23.06.02 / Other Catalog Change Minor in Spec Ed Foundations adds another course option to requirements
- CEDU22.23.06.03 / Other Catalog Change BS Ed Special Education revises requirements

CEDU 07 (AY 2022-2023)

- CEDU22.23.07.01 / Other Catalog Change BS Ed Special Education clarifies hours required for 2 courses
- CEDU22.23.07.06 / Other Catalog Change Physical Education BS Ed to reflect expedited course revision to KNPE 348 credits

3. **College of Engineering** – Ghrayeb called for a motion to approve the following College of Engineering and Engineering Technology items in Section IV.A.3 of the agenda. Ferguson moved approval, seconded by Gidaszewski. Ghrayeb opened the floor for discussion. Primary discussion focused on the inappropriate inclusion of advisory statements regarding PRQs of the courses listed. Members of the BC agreed that the curriculum coordinator would contact the College of Engineering to let them know that such information will not be included in the requested catalog changes and clarify how their item would be included in the catalog. With that understanding, Ghrayeb called for a vote on the motion to add the identified courses as new options for students in the three Biomedical Engineering B.S. tracks. **MOTION PASSED UNANIMOUSLY.**

CEET 04 (AY 2022-2023) - *No UG Curricular Items*

CEET 04 (AY 2022-2023)

- CEET22.23.04.01 / Other Catalog Change Biomedical Engineering B.S. adds additional courses to the electives for each of three BME tracks.

4. College of Health and Human Sciences – Ghrayeb called for a motion to approve the College of Health and Human Sciences items in Section IV.A.4 of the agenda. Shokrani moved approval, seconded by Ferguson. Ghrayeb opened the floor for discussion. Following discussion, **MOTION PASSED UNANIMOUSLY.**

CHHS 05 (AY 2022-2023) – *No Section A UG Items*

CHHS 06 (AY 2022-2023)

- CHHS22.23.06.01 / Course Revision COMD 220 Change in course title and adding PRQs from another department in C
- CHHS22.23.06.02 / Other Catalog Change removing erroneous language and one course from Requirements in School

CHHS 07 (AY 2022-2023)

- CHHS22.23.07.01 / Other Catalog Change Rehabilitation and Disability Services BS corrects errors in course prefixes

CHHS 08 (AY 2022-2023) – *No Section A UG Items*

5. 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.5 of the agenda. Strid moved approval, seconded by Ferguson. Ghrayeb opened the floor for questions and discussion. **MOTION PASSED UNANIMOUSLY.**

CLAS 04 (AY 2022-2023)

- CLAS22.23.04.14 / Other Catalog Change to Minor in Black Studies - removing GEOG 336
- CLAS22.23.04.15 / Other Catalog Change to Minor in Southeast Asian Studies - removing GEOG 491
- CLAS22.23.04.16 / Other Catalog Change to Black Studies - removing director name, and GEOG 336
- CLAS22.23.04.17 / Other Catalog Change to Environmental Studies - removing GEOL 390, GEOL 492X, GEOG 442X, GEOG 335X

6. College of Visual and Performing Arts – There were no curricular submissions from the College of Visual and Performing Arts.

CVPA 03 (AY 2022-2023) – *No UG Curricular Items*

CVPA 04 (AY 2022-2023) – *No Section A Items*

CVPA 05 (AY 2022-2023) – *No Section A Items*

B. Section B

1. College of Business - Ghrayeb called for a motion to approve the following College of Business item in Section IV.B.1 of the agenda. Ferguson moved

approval, seconded by Shokrani. Ghrayeb opened discussion by commending the College of Business and the College of Engineering for their collaboration in developing this certificate which will be a great addition for engineering students, especially. With no additional questions or comments, **MOTION PASSED UNANIMOUSLY.**

CBUS 05 (AY 2022-2023)

- CBUS22.23.05.03 / New Cert of UG Study - Innovation, Design and Commercialization
2. College of Education - Ghrayeb called for a motion to approve the following College of Education items in Section IV.B.2 of the agenda. Shelton moved approval, seconded by Thepboriruk. Ghrayeb opened the floor for discussion, and noted that the two new accelerated B.S./M.S. are a great proposal to give BSAM students an option to pursue a master's degree. Following discussion, **MOTION PASSED UNANIMOUSLY.**

CEDU 06 (AY 2022-2023)

- CEDU22.23.06.16 / New Degree Path Accelerated B.S. in Applied Management Emphasis in Instructional Technology, Training and Evaluation (BSAM-ITTE) / M.S. in Educational Research, Evaluation, and Assessment (MSEREA)
- CEDU22.23.06.19 / New Degree Path Accelerated B.S. in Applied Management Emphasis in Instructional Technology, Training and Evaluation (BSAM-ITTE) / M.S. in Instructional Technology (MSED-IT)

CEDU 07 (AY 2022-2023)

- CEDU22.23.07.04 / Other Catalog Change NEW Minor in Sports Medicine
3. Health and Human Sciences - Ghrayeb called for a motion to approve the College of Health and Human Sciences items in Section IV.A.4 of the agenda. Ferguson moved approval, seconded by Strid. Ghrayeb opened the floor for questions and discussion. Discussion focused on the section titled "Additional Courses" for the two new Certificates of Undergraduate Study in Medical Laboratory Sciences Workforce Development. Shokrani explained that the courses listed as "Additional Courses" are not required for either of the certificates, but some employers and external credentialing entities may require one or more of these additional courses. Miles expressed concern that listing the "Additional Courses" in the manner submitted may confuse students and lead them to believe the additional courses are also required. Ferguson offered an amendment to her original motion, that approval be conditional upon the section "Additional Courses" is removed, and the three courses referenced – AHLS 303, AHLS 304, and AHLS 497 - are incorporated into the opening paragraphs describing the certificates. Strid seconded. Before calling for a vote, Ghrayeb explained that McFarland McKee would present the BC-requested changes to the College of Health & Human Sciences Curriculum Coordinator, and if CHHS does not consent to the changes, then the item will not be approved because the approval by BC is conditional upon the change. **MOTION PASSED UNANIMOUSLY.**

CHHS 08 (AY 2022-2023)

- CHHS22.23.08.01 / Other Catalog Change NEW Specialization in Human Development and Family Sciences BS.
- CHHS22.23.08.02 / Other Catalog Change NEW two Certificates of Undergraduate Study in Medical Laboratory Sciences Workforce Development

C. Section D – No items.

V. **UNFINISHED BUSINESS** – None.

VI. **NEW BUSINESS** – None.

VII. **ADJOURNMENT** – Ghrayeb called for a motion to adjourn. Strid moved to adjourn, second by Shokrani. The fourth meeting of the Baccalaureate Council for academic year 2022-2023 was adjourned at 1:21 p.m. The next meeting of the Baccalaureate Council will be December 8, 2022, from 12:30 – 3 pm on Teams only.

Respectfully submitted,

*Carol McFarland McKee
Curriculum Coordinator/Catalog Editor*

**BACCALAUREATE COUNCIL
4th Meeting/2022-23 Academic Year
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SECTION A – For inclusion in the 2023-24 Undergraduate Catalog

**COLLEGE OF BUSINESS
DEPARTMENT OF MARKETING**

Other catalog change

CBUS22.23.05.04

2022-23 UG Catalog [LINK](#)

Marketing (MKTG)



Department Requirements



~~All marketing majors must satisfactorily complete a portfolio of a selected collection of their marketing assignments to be turned in no later than the last week of classes in the semester that they graduate. Instructions for portfolio content may be found in the Department of Marketing.~~



Rationale: MKTG 99, Portfolio, has primarily been used for department assessment purposes. As we transition to a faculty-led assessment model, there is no need for a student portfolio. Other departments in the College of Business do not have a portfolio requirement so Marketing will be more consistent with the overall College requirements by removing MKTG 99. Removing the requirement will not affect overall required credits as MKTG 99 is a 0-credit course.

Other catalog change

CBUS22.23.05.05

2022-23 UG Catalog [LINK](#)

Marketing (B.S.)



Requirements in Department (25)

- ~~• MKTG 99 - Portfolio Credits: 0~~
- MKTG 325 - Buyer Behavior Credits: 3
- ↓

Rationale: MKTG 99, Portfolio, has primarily been used for department assessment purposes. As we transition to a faculty-led assessment model, there is no need for a student portfolio. Other departments in the College of Business do not have a portfolio requirement so Marketing will be more consistent with the overall College requirements by removing MKTG 99. Removing the requirement will not affect overall required credits as MKTG 99 is a 0-credit course.

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DEPARTMENT OF MANAGEMENT

Other catalog change

CBUS22.23.06.01

2022-23 UG Catalog [LINK](#)

Management (B.S.)

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Emphasis 1. Leadership and Management

Requirements in Department (26)

- MGMT 295 - Career Preparation in Management Credits: 1
- ↓
- ~~MGMT 417 - Leading and Managing Change Credits: 3~~
*Available for General Education credit in the Society and Culture Domain.
This is a society and culture general education course for the Creativity,
Innovation, and Change Pathway.*
- MGMT 440 - Leading Teams Credits: 3
- MGMT 447 - Leadership Credits: 3
- MGMT 457 - Managerial Negotiations Credits: 3

Two ~~Three~~ of the following ~~(6)~~ (9)

- **BADM 302 - Introduction to the Hospitality Industry Credits: 3**
- MGMT 327 - Creativity, Innovation, and Entrepreneurship 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
Creativity, Innovation, and Change Pathway.*
- ~~MGMT 360 - Coaching and Mentoring Credits: 1-3~~
- **MGMT 387 - International Study in Management Credits: 3**
- **MGMT 417 - Leading and Managing Change Credits: 3**
*Available for General Education credit in the Society and Culture Domain.
This is a society and culture general education course for the Creativity,
Innovation, and Change Pathway.*
- **MGMT 438 - Human Resource Planning and Staffing Credits: 3**
- MGMT 444 - Training and Development Credits: 3
- **MGMT 458 - Internship in Management Credits: 3**
- MGMT 460 - Human Resource Management and Leadership Consulting
Credits: 3
- ~~MGMT 477 - Managing Organizations in Competitive Environments Credits: 3~~
- MGMT 487 - Multinational Management Credits: 3
- MKTG 350 - Principles of Selling Credits: 3
- MKTG 365 - Principles of Retailing Credits: 3

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- **OMIS 324 - Introduction to Business Data Analytic Tools Credits: 3**
- OMIS 352 - Managing Projects in Business Credits: 3
OMIS 352 is a Writing Infused Course.
- ~~PHIL 337 - Business Ethics Credits: 3~~
- **UBUS 485 - Business Consulting Project Credits: 3**

TOTAL HOURS FOR A MANAGEMENT MAJOR, EMPHASIS 1, LEADERSHIP AND MANAGEMENT: 78-81

Rationale: The courses that have been added to the leadership emphasis as electives are designed to offer students additional practical application of their leadership training. This is consistent with calls for management educators to move beyond a focus on just theory and research to providing students with opportunities to practice and apply their leadership skills (e.g., Klimoski & Amos, 2012; Kuchinke, et al., 2018; McCall, 2004; Omilion-Hodges et al., 2022). In addition, these added electives are consistent with our current required courses that are largely application based. Finally, these additional electives also provide students with greater flexibility to choose classes which match their desired professional path or interest in specific areas of management (e.g., international management, consulting/project management, etc.). MGMT 417 was moved from a required course to an elective to provide more flexibility to the students. MGMT 360 was removed from list of electives as it has not been recently offered and this material is now largely taught in MGMT 447. PHIL 337 was removed from list of electives because it is our understanding that this course is no longer offered on a regular basis by the Philosophy Department. MGMT 477 was removed from list because it has not been offered for many years and its content is too far removed from the material in the other electives that are designed to give students practical skills to lead and motivate from their first day in their profession.

COLLEGE OF EDUCATION

DEPARTMENT OF COUNSELING AND HIGHER EDUCATION

Other Catalog Change

CEDU 22.23.05.05

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Minor in Counseling (18)

The counseling minor is appropriate for undergraduate students who may be interested in a wide range of careers, including school counseling, rehabilitation counseling or mental health counseling, counseling psychology, clinical psychology, social work or related fields.

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Communication and interpersonal skills are essential components across disciplines. The counseling minor provides both the academic and experiential preparation for the student planning a career working with diverse populations in various fields. The courses in the minor will present an overview of the counseling profession, exploration of multiculturalism and diversity, development of communication skills and introductory helping skills, and career preparation. The minor is designed to complement a wide range of academic majors and to provide students with the knowledge and skills necessary for professional and personal success post-graduation. Students who successfully complete the minor in counseling will be prepared to work in social services, mental health agencies, and virtually any business setting in which strong communication or interpersonal skills are needed. This minor also prepares students for graduate studies in counseling, psychology, social work, or related helping professions.

Students must complete 18 semester hours for this minor. Elective courses for the minor are chosen to complement the student’s background, interests, and career plans.

RATIONALE: Deletion of the first sentence is necessary to reduce the potential for students to erroneously believe that a minor in counseling is sufficient to practice professional counseling. The sentence at the end of the larger paragraph is more accurate in stating that the minor could be useful to those students considering graduate studies in counseling or related fields.

DEPARTMENT OF SPECIAL AND EARLY EDUCATION

Other Catalog Change

CEDU22.23.06.02

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Minor in Special Education Foundations (18)

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Requirements (18)

- EPFE 302 - Advocacy, Justice and Leadership in a Diverse Society Credits: 3
OR EPFE 201 – Education as an Agent for Change

Rationale: EPFE 302 is offered infrequently, so we propose adding EPFE 201 as an alternate to give students more opportunities to complete the minor quickly. Several sections of EPFE 201 are offered each semester (e.g., 7 sections in Fall 2022), which will

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make it easier for students to meet this requirement in a timely manner.

Other Catalog Change

CEDU22.23.06.03

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Special Education (B.S.Ed.)

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Emphasis 4. Special Populations

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Requirements in Department (41-49)

- ↓
- 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 (31-36~~28-33~~)

- 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 302 - Advocacy, Justice and Leadership in a Diverse Society Credits: 3
 - OR **SCL 100 – Foundation of Social Change Leadership (3)**
 - OR **BKST 200 – Racism in American Culture and Society (3)**
 - OR **BKST 211 – Educating African Americans (3)**
- 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 285 - Introduction to Family Life Education (3)
 - OR HDFS 230 - Child Development (3)
 - OR PSYC 225 - Lifespan Development: Childhood through Adulthood (3)
- ETR 434 - Assessing Students with Special Needs Credits: 3
- OR SEEC 300 - Observation and Assessment of Young Children Credits: 3
- ETT 229 - Computers in Education 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.~~
 - OR LTRE 309 - Emerging Literacy and Beginning Reading Instruction through Age 8 Credits: 3
- ~~MATH 201 - Foundations of Elementary School Mathematics Credits: 3~~

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- ~~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 (3)
POLS 150 Available for general education credit.
~~POLS 150 Not required for students who have earned an A.A.T. in Special Education.~~
- 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.~~
- REHB 200 - Disability in Society Credits: 3
- REHB 327 - Introduction to Rehabilitation Services Credits: 3

Focus area requirements (18 - 21)



Total Number of Hours for Emphasis 4, Special Populations (98-106-95-103)

Rationale: EPFE 302 is offered infrequently, so SCL 100, BKST 200, and BKST 211 will be listed as alternates to give students more opportunities to meet this requirement in a timely manner. We propose removing MATH 201 for various reasons. First, requiring MATH 201 puts a financial burden on transfer students who must take two community college math courses to articulate with MATH 201. Second, 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.

Impact: Personnel in both CAHE and the Center for Black Studies were contacted via email regarding this change on November 25, 2022. CAHE did not respond. CBS personnel indicated that the leadership is in transition. Because enrollment in the Special Populations major is typically 2 - 4 per year, the impact on enrollment in these courses would be minimal.

DEPARTMENT OF SPECIAL AND EARLY EDUCATION

Other Catalog Change

CEDU22.23.07.01

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Special Education (B.S.Ed.)

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Emphasis 3. Vision Rehabilitation Therapy



Requirements in Department (45-51)

- SESE 240 - Introduction to Special Education Credits: 3
- SEVI 410 - Anatomy, Pathology, and Functioning of the Eye Credits: 3
- SEVI 420 - Literary Braille Credits: 3
- SEVI 430 - Basic Orientation and Mobility for Teachers of Persons with Visual Impairments Credits: 3
- SEVI 440 - Communication Systems Used By Persons with Visual Impairments Credits: 3
- SEVI 441 - Instructional Systems for Use of Low Vision in Educational Settings Credits: 3
- SEVI 443 - Teaching Activities of Daily Living to Persons with Visual and Multiple Disabilities Credits: 3
- SEVI 445 - Home Management for Persons with Visual Impairments and Multiple Disabilities Credits: 3
- SEVI 447 - Collaboration Among School Professionals Working with Students with Visual and Multiple Impairments Credits: 3
- SEVI 450 - Assistive Technology for Individuals with Visual Impairments Credits: 3
- SEVI 451 - Assistive Technology for Persons with Visual Impairments: Advanced Topics Credits: 3
- SEVI 460 - Rehabilitation of Adults with Visual Impairments Credits: 3
- SEVI 481 - Practicum in Rehabilitation Teaching of Persons with Visual Impairments Credits: 1-12

Students must complete 3 credits of SEVI 481

- SEVI 489 - Internship in Rehabilitation Teaching of Person with Visual Impairments Credits: 1-12

Students must complete 12 credits of SEVI 489

Other course requirements (33)

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

Total Hours for Vision Rehabilitation Therapy: (78-84)

Rationale: Because both SEVI 481 and 489 are variable credit courses, it was unclear how many credits were required for these two courses. The changes indicated clarify for students the number of credit hours required in the program for internships and for the total program.

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DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION

Other Catalog Change

CEDU22.23.07.06

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Physical Education (B.S.Ed.)

This physical education major is designed to prepare educator licensure candidates to teach physical education in grades kindergarten through 12th grade (PE K-12). Students must take KNPE 200, 203, 235, and 340 within the first 15 semester hours of their program. KNPE 335, Developmental Skill Based Approach to Teaching, must be taken within the first 30 semester hours of their program. All students seeking licensure to teach physical education must submit a satisfactory electronic teaching portfolio to complete student teaching requirements. Students are urged to take KNPE 200, Introduction to Teaching Physical Education, during their first semester in order to begin the portfolio.

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Requirements in Department (64-65)

KNDN 351 - Multicultural Dance Credits: 3

KNDN 351 also fulfills the Human Diversity Requirement.

KNPE 200 - Introduction to Teaching Physical Education Credits: 2

KNPE 203 - Early Clinical Experience in Physical Education Credits: 1

KNPE 235 - Fundamental Sport Skills Credits: 3

KNPE 302 - Assessment in Physical Education School Settings Credits: 3

KNPE 303 - Clinical Experience in Physical Education II Credits: 1

KNPE 335 - Developmental Skill-Based Approach to Teaching Credits: 3

KNPE 340 - Growth and Motor Development Credits: 3

KNPE 343 - Elementary School Physical Education/ Methods and Field Experience Credits: 3

KNPE 344 - Field Experience in the Elementary School Credits: 1

KNPE 348 - Educational Dance for Children Credits: ~~2~~3

Rationale: This would allow more potential space for practical experiences for peer teaching, content, and assessment strategies that better match the intent of the course.

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY

INTERDISCIPLINARY COLLEGE ADMINISTERED PROGRAMS

Other Catalog Change:

CEET22.23.04.01

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Biomedical Engineering (B.S.)



Preapproved elective courses

Track 1: Biomechanics (18-19)



Technical Track Elective Courses (9-10)

Choose at least 9 credit hours from the following:

- ELE 380 - Control Systems I Credits: 4
- MEE 211 - Engineering Mechanics II Credits: 3
- **MEE 270 – Engineering Graphics Credits: 3**
- MEE 320 - Mechanism Design and Analysis Credits: 3
- **MEE 322 - Dynamic Systems and Control I Credits: 3**
- MEE 330 - Materials Science Credits: 3
- MEE 340 - Fluid Mechanics Credits: 3
- MEE 350 - Engineering Thermodynamics Credits: 3
- MEE 380 - Computational Methods in Engineering Design Credits: 3
 - **OR** MEE 381 - Computational Methods and Programming in Engineering Design Credits: 3
- **MEE 383 - Engineering Analysis Credits: 3**
- MEE 410 - Intermediate Mechanics of Materials Credits: 3
- MEE 427 - PLC-based Robotics in Automated Systems Credits: 3
- MEE 470 - Design of Machine Elements Credits: 3

Track 2: Biomedical Instrumentation, Sensors and Signal Processing (18-22)



Technical Track Elective courses (9-12)

Choose at least 9 credit hours from the following:

- ELE 250 - Computer Engineering I Credits: 3
- ELE 250U - Computer Engineering I Laboratory Credits: 1
- ELE 330 - Electronic Circuits Credits: 4
- ELE 335 - Theory of Semiconductor Devices I Credits: 3
- ELE 356 - Computer Engineering II Credits: 4
- ELE 360 - Communications Systems Credits: 4
- ELE 370 - Engineering Electromagnetics Credits: 3
- ELE 380 - Control Systems I Credits: 4
- ELE 430 - Design with Field Programmable Logic Devices Credits: 3

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- ELE 437 - Hybrid Circuit Design Credits: 3
- ELE 438 - Thin Film Engineering Credits: 3
- ELE 454 - Introduction to Digital Image Processing Credits: 3
- **MEE 270 - Engineering Graphics Credits: 3**
- **PHYS 283 - Fundamentals of Physics III: Quantum Physics Credits: 3**

Track 3: Biomaterials (18-19)



Technical Track Elective Courses (9-10)

Choose at least 9 credit hours from the following:

- CHEM 440 - Physical Chemistry I Credits: 3
- CHEM 442 - Physical Chemistry Laboratory I Credits: 1
- **MEE 211 - Engineering Mechanics II Credits: 3**
- **MEE 270 - Engineering Graphics Credits: 3**
- **MEE 330 - Materials Science Credits: 3**
- MEE 340 - Fluid Mechanics Credits: 3
- MEE 350 - Engineering Thermodynamics Credits: 3
- MEE 380 - Computational Methods in Engineering Design Credits:
 - OR MEE 381 - Computational Methods and Programming in Engineering Design Credits: 3
- **MEE 383 - Engineering Analysis Credits: 3**
- MEE 410 - Intermediate Mechanics of Materials Credits: 3

Rationale: Based on feedback received from exit interviews with recent BME graduates, there is a need to expand the list of exiting technical elective courses under each BME track. The proposed expansion would bring the BME program in line with best practices nationwide. The new additions consisted of MEE 270, MEE 322, MEE 330, MEE 383, and PHYS 283.

COLLEGE OF HEALTH & HUMAN SCIENCES

SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS

Course Revision

CHHS22.23.06.01

[LINK](#) 2022-23 UG Catalog

COMD 220. Introduction to Communicative Sciences and Disorders (3) Overview of speech, language, and hearing processes and disorders. Discussion of the professional and scientific roles of speech-language pathologists, and audiologists as well as the implications of assisting individuals with communicative disorders in

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social, educational, and vocational settings. PRQ: ENGL 103 or ENGL 203 or ENGL 204 or passing the Writing Composition Foundational Studies Competency Examination or consent of school.

RATIONALE: Title change matches the name of the academic professional organization in our profession (i.e., Council on Academic Programs in Communication Sciences and Disorders). It also reflects the content of the course and clarifies for students that basic scientific principles (e.g., physics of sound, anatomy) are part of course content because they are necessary to understand specific communication disorders. Students need the content in English composition to be successful in the course. The Department of English was contacted and is supportive of adding these ENGL courses as PRQs for COMD 220.

SCHOOL OF FAMILY AND CONSUMER SCIENCES

Other Catalog Change **CHHS22.23.06.02** [LINK](#) 2022-23 UG Catalog

Fashion Merchandising (B.S.)

↓

Requirements in School (39-43)

↓

Two of the following (6)

↓

- FSMD 464 - Social Psychology of Dress and Appearance Credits: 3
~~FSMD 464 is a writing infused course.~~
FSMD 464 also fulfills the Human Diversity Requirement.
- FSMD 469 - Computer-Aided Fashion Design Credits: 3
- ~~FSMD 471 – Advanced Buying and Sourcing in the Fashion Industry Credits: 3~~
- FSMD 472 - Fashion Forecasting Credits: 3

RATIONALE: FSMD 464 is not a writing infused course as identified in the general education section of the catalog. Being identified as a writing infused course on the program page was an error. FSMD 471 is removed from the list of elective courses because it is not currently being offered. This change will reduce student confusion of elective choices during schedule planning. Currently remaining elective courses will sufficiently prepare students to work in the fashion industry.

SCHOOL OF INTERDISCIPLINARY HEALTH PROFESSIONS

Other Catalog Change **CHHS22.23.07.01** [LINK](#) 2022-23 UG Catalog

Rehabilitation and Disability Services (B.S.)

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↓
Requirements in School (30)

↓
Two of the following:

COUN 400 – Exploration in the Counseling Profession Credits: 3
COUNAHC 400 fulfills the Human Diversity Requirement.

↓
Requirements outside School (18-19)

COUN 211 – Career Planning Credits: 3
COUNAHC 211 fulfills the Human Diversity Requirement.

RATIONALE: Existing errors are corrected. The CAHC course designator changed to COUN years ago.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Other Catalog Change **CLAS22.23.04.14** 2022-23 Undergraduate Catalog [LINK](#)

Minor in Black Studies (18)

↓
Additional course work (6)

Two of the following (6)

- ANTH 250 - Dismantling Global Racism Credits: 3
Available for General Education credit in the Society and Culture Domain.
ANTH 250 fulfills the Human Diversity Requirement.
↓
- ECON 341 - Economic Area Studies Credits: 3 C. Africa, South of the Sahara
- ~~GEOG 336 – Geography of Africa Credits: 3~~
- HIST 348 - African History to 1600 Credits: 3
If not used to fulfill requirement above.
HIST 348 also fulfills the Human Diversity Requirement.
↓
- THEA 477 - African American Theatre Credits: 3

Rationale: Deletion of GEOG 336.

Notification: The Center for Black Studies was notified of this change via email on October 10, 2022.

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Other Catalog Change **CLAS22.23.04.15** 2022-23 Undergraduate Catalog [LINK](#)

Minor in Southeast Asian Studies (19-21)

↓

Requirements (19 or 21)

↓

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

- ANTH 302 - Asian American Cultures Credits: 3
Available for General Education credit in the Society and Culture Domain.

↓

- GEOG 390 - Topics in Geography Credits: 1-3
May be counted toward the minor when topic is appropriate.
- ~~• GEOG 491 - Undergraduate Research in Geography Credits: 1-3
May be counted toward the minor when topic is appropriate.~~

- GEOG 498 - Seminar in Current Problems Credits: 3
C. Seminar in Current Problems: Meteorology/Climatology (3)
Students must take 3 semester hours in this course.
May be counted toward the minor when topic is appropriate.

↓

- SEAS 490 - Advanced Topics in Interdisciplinary Studies Credits: 3
May be counted toward the minor when topic is appropriate.

Rationale: Deletion of GEOG 491.

Notification: The Center for Southeast Asian Studies was notified of this change via email on October 10, 2022.

Other Catalog Change **CLAS22.23.04.16** 2022-23 Undergraduate Catalog [LINK](#)

Black Studies (12)

Certificate of Undergraduate Study

Coordinator: ~~Joseph Flynn, Associate Director of Academic Affairs,~~ Center for Black Studies

↓

Additional Coursework (6)

Two of the following (6)

- ANTH 404 - Peoples and Cultures of the Caribbean Credits: 3

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- ↓
- ENGL 381 - Multicultural American Literature Credits: 3
ENGL 381 is a writing infused course.
ENGL 381 also fulfills the Human Diversity Requirement
 - ~~GEOG 336 - Geography of Africa Credits: 3~~
 - HIST 348 - African History to 1600 Credits: 3
HIST 348 also fulfills the Human Diversity Requirement
- ↓
- THEA 477 - African American Theatre Credits: 3

Rationale: Deletion of GEOG 336.

Notification: The Center for Black Studies was notified of this change via email on October 10, 2022.

DEPARTMENT OF ENVIRONMENTAL STUDIES

Other Catalog Change **CLAS22.23.04.17** 2022-23 Undergraduate Catalog [LINK](#)

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

↓

Emphasis 1. Biodiversity and Environmental Restoration (32-38)

↓

Select between one to four of the following methods-based courses (3-15)

- ANTH 311 - Archaeology of Food Credits: 3
 - OR ENVS 311X - Archaeology of Food Credits: 3

↓

- GEOG 490 - Community Geography Credits: 3
- ~~GEOL 390 - Introduction to Groundwater Credits: 3~~
- GEOL 421 - Environmental Geochemistry Credits: 3

↓

- STAT 300 - Introduction to Probability and Statistics Credits: 3

↓

Emphasis 5. Water Sciences (38-42)

↓

Requirements outside Environmental Studies (14)

- ENVS 409 - Water Quality Credits: 4

↓

- GEOG 303 - Water Resources and the Environment Credits: 3
Available for General Education credit in the Nature and Technology

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Domain.

- ~~GEOL 390 - Introduction to Groundwater Credits: 3~~
 - ~~OR~~ GEOL 490 - Hydrogeology Credits: 3

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

- ANTH 343 - Extinction: Where the Wild Things Were Credits: 3
 - OR ENV 343X - Extinction: Where the Wild Things Were Credits: 3
- ↓
- GEOG 306 - Severe and Hazardous Weather Credits: 3
- GEOG 492 - Hydrology Credits: 3
 - ~~OR~~ ~~GEOL 492X - Hydrology Credits: 3~~
- GEOL 421 - Environmental Geochemistry Credits: 3
- GEOL 442 - Geomorphology Credits: 3
 - ~~OR~~ ~~GEOG 442X - Geomorphology Credits: 3~~
- GEOL 468 - Geomicrobiology Credits: 3
 - OR BIOS 468X - Geomicrobiology Credits: 3

↓
Emphasis 6. Sustainable Food Systems (36-38)

↓
Select one of the following Urban, Community, and Policy courses (3)

- ANTH 420 - Waterworlds Credits: 3
ANTH 420 also fulfills the Human Diversity Requirement.
- ↓
- PSPA 413 - Community Engagement in Public Service Agencies Credits: 3
- SOCI 335 - Immigration Credits: 3
 - ~~OR~~ ~~GEOG 335X - Immigration Credits: 3~~

Select one of the following Plant and Water Sciences courses (3-4)

- BIOS 209 - Fundamentals of Organismal Biology Credits: 3
 - AND BIOS 211 - Fundamentals of Organismal Biology Laboratory Credits: 1
- ↓
- GEOG 492 - Hydrology Credits: 3
 - ~~OR~~ ~~GEOL 492X - Hydrology Credits: 3~~
- ~~GEOL 390 - Introduction to Groundwater Credits: 3~~
- GEOL 490 - Hydrogeology Credits: 3

↓
Emphasis 7. Educator Licensure - Environmental Science (95-97)

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↓
Electives in designated courses teaching environmental science concepts (12-14)

- ANTH 425 - Environment and Anthropology Credits: 3
ANTH 425 is a writing infused course.

↓

- GEOG 455 - Land-Use Planning Credits: 3
- ~~GEOG 390 - Introduction to Groundwater Credits: 3~~
- HIST 377 - American Environmental History Credits: 3
Available for General Education credit in the Nature and Technology Domain.
HIST 377 also fulfills the Human Diversity Requirement.

↓

- TECH 484 - Energy Management Credits: 3

↓

Rationale: GEOG 335X has been deleted; SOCI 335 is still being offered. Deletion of GEOG 442X; GEOL 442 will still be offered as EAE 442. Deletion of GEOL 390. Deletion of GEOL 492X; GEOG 492 will still be offered as EAE 492.

Notification: Environmental Studies was notified of this change via email on October 10, 2022.

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COLLEGE OF BUSINESS
DEPARTMENT OF MANAGEMENT

Other catalog change

CBUS22.23.05.03

2022-23 UG Catalog [LINK](#)

(New Certificate of Undergraduate Study)

Innovation, Design and Commercialization (13-15)

Certificate of Undergraduate Study

Coordinator: Academic Advisor, Department of Management

This certificate is designed to provide engineering students exposure to aspects of entrepreneurship, including new venture creation. This certificate provides students skills and competencies to commercialize innovations and develop entrepreneurial ventures. The certificate will help students develop the entrepreneurial skills in three key areas: creativity and innovation, business model design, business model application, and is designed to help engineering students incorporate entrepreneurial perspectives in supporting the identification, development and realization of business opportunities.

Admission to the certificate program is competitive and open to Engineering majors exclusively. Students interested in the certificate should fill out and submit an application to the Department of Management located in Barsema Hall 245.

A grade of C or above must be earned in all of the certificate courses. Only courses taken at NIU may be applied toward the certificate. Students who earn a major in management with an emphasis in entrepreneurship and social responsibility or a minor in entrepreneurship and innovation will not be awarded the certificate.

Required Courses

- **MGMT 327 - Creativity, Innovation and Entrepreneurship Credits: 3**
Available for general education credit.
This is a creativity and critical analysis general education course for the Creativity, Innovation, and Change Pathway.
- **MGMT 427 - Entrepreneurship and Business Model Design Credits: 3**
- **MGMT 437 - Entrepreneurship and Business Model Implementation Credits: 3**
- **BME 495 - Senior Biomedical Engineering Design I Credits: 3**
OR **ELE 495 - Senior Electrical Engineering Design I Credits: 3**
OR **MEE 485 - Senior Mechanical Engineering Design I Credits: 3**
OR **MCTR 481 - Mechatronics Engineering Senior Design I Credits: 3**
OR **ISYE 492 - Industrial and Systems Engineering Senior Design Project Proposal Credits: 1**
OR **TECH 477 - Engineering Technology Senior Design Project I Credits: 1**
- **BME 496 - Senior Biomedical Engineering Design II Credits: 3**

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OR ELE 496 - Senior Electrical Engineering Design II Credits: 3
OR MEE 486 - Senior Mechanical Engineering Design II Credits: 3
OR MCTR 482 - Mechatronics Engineering Senior Design II Credits: 3
OR ISYE 495 - Industrial and Systems Engineering Senior Design Project
Credits: 3
OR TECH 478 - Engineering Technology Senior Design Project II
Credits: 3

Rationale: Engineering students have a need for entrepreneurial skills in order to have the option of commercializing their capstone design projects. The College of Engineering and Engineering Technology is also interested in the certificate and will help promote the certificate to their students. A grade of C or better is necessary for students to effectively perform in subsequent courses in the certificate. A grade of C or better is also required to be consistent with other certificates in the College of Business.

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL TECHNOLOGY, RESEARCH, AND ASSESSMENT

Other Catalog Change

CEDU22.23.06.16

[2022-23 Undergrad Catalog](#)

Applied Management (B.S.)

General Information

↓

B.S. in Applied Management Degree Completion Program

↓

Core Requirements (21)

↓

Emphasis in Instructional Technology, Training and Evaluation

↓

Emphasis Required Courses (19)

↓

Additional Requirements (21)

↓

Total hours for Emphasis in Instructional Technology, Training and Evaluation:

40

↓

**Accelerated B.S. in Applied Management with Emphasis in
Instructional Technology, Training and Evaluation (BSAM-ITTE)/M.S.
in Educational Research, Evaluation, and Assessment (MSEREA)**

Admission

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This program leads to both the B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation and M.S. in Educational Research, Evaluation, and Assessment (MSEREA). This program is open to all B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation majors who will have completed at least 9 credit hours of Emphasis specific courses with a 3.0 or better GPA. Up to 18 credit hours of Emphasis specific courses count towards both the M.S. and B.S. degrees.

Under the special provisions of this program, students who have met these standards must also apply and meet admission criteria for the M.S. in Educational Research, Evaluation, and Assessment (MSEREA) program. A GRE is not required. Students must meet Graduate School application deadlines. Interested students should talk with an adviser as early as possible and are encouraged to apply during their junior year.

Curriculum

Students must complete all the requirements for the B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation and the general education requirements before admission. Beginning with the first semester of their final undergraduate year, students will start taking classes in the M.S. in Educational Research, Evaluation, and Assessment (MSEREA) program. These courses will count toward the final 18 credits of the undergraduate degree. Upon receiving their undergraduate degree, students will work with an adviser to establish a timeline for completion of the MSEREA program.

Rationale: This accelerated B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation is designed to provide undergraduate students interested in Educational Research, Evaluation, and Assessment an accelerated pathway into the MSEREA graduate program.

For students receiving the BSAM-ITTE degree, the MSEREA degree is a natural means by which to expand their ability to conduct empirical evaluations and enhance their credentials for professional opportunities. retention of students.

Additionally, the proposed program will benefit MSEREA program by adding an extra channel for recruitment. The caliber of students recruited is likely to be strong because they will have demonstrated an early commitment to the pursuit of a graduate degree, will have successfully completed one or more MSEREA courses as undergraduates, and will have maintained a good academic record. Therefore, the availability of the accelerated degree program will enhance the quality of the MSEREA graduate program, raise marketability of prospective students, and increase recruitment and retention. It is important to note that meeting the stated requirements for pursuing the MSEREA pathway does not guarantee admission to the Graduate School. Admission is contingent on meeting all eligibility requirements at the time of entering the graduate program. Graduate courses taken prior to admission to the MSEREA program will be designated as applicable to the graduate program of study after the student earns the BSAM-ITTE

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degree and enrolls in the MSEREA degree program.

Other Catalog Change

CEDU22.23.06.19

[2022-23 Undergrad Catalog](#)

Applied Management (B.S.)

General Information

↓

B.S. in Applied Management Degree Completion Program

↓

Core Requirements (21)

↓

Emphasis in Instructional Technology, Training and Evaluation

↓

Emphasis Required Courses (19)

↓

Additional Requirements (21)

↓

Total hours for Emphasis in Instructional Technology, Training and Evaluation:

40

↓

Accelerated B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation (BSAM-ITTE)/M.S.ED. in Instructional Technology (MSED-IT)

Admission

This program leads to both the B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation and M.S.ED. in Instructional Technology (MSED-IT). This program is open to all B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation majors who will have completed at least 9 credit hours of Emphasis specific courses with a 3.0 or better GPA. Up to 18 credit hours of Emphasis specific courses count towards both the M.S.ED. and B.S. degrees.

Under the special provisions of this program, students who have met these standards must also apply and meet admission criteria for the M.S.ED. in Instructional Technology (MSED-IT) program. A GRE is not required. Students must meet Graduate School application deadlines. Interested students should talk with an adviser as early as possible and are encouraged to apply during their junior year.

Curriculum

Students must complete all the requirements for the B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation and the general education requirements before admission. Beginning with the first

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semester of their final undergraduate year, students will start taking classes in the M.S.ED. in Instructional Technology program. These courses will count toward the final 18 credits of the undergraduate degree. Upon receiving their undergraduate degree, students will work with an adviser to establish a timeline for completion of the M.S.ED. in Instructional Technology program.

Rationale: This accelerated B.S. in Applied Management with Emphasis in Instructional Technology, Training and Evaluation is designed to provide undergraduate students interested in Instructional Technology an accelerated pathway into the MSED-IT graduate program. For students receiving the BSAM-ITTE degree, the MSED-IT degree is a natural means by which to expand their ability to large scale training programs with multiple modalities and enhance their credentials for professional opportunities. retention of students.

Additionally, the proposed program will benefit MSED-IT program by adding an extra channel for recruitment. The caliber of students recruited is likely to be strong because they will have demonstrated an early commitment to the pursuit of a graduate degree, will have successfully completed one or more MSED-IT courses as undergraduates, and will have maintained a good academic record. Therefore, the availability of the accelerated degree program will enhance the quality of the MSED-IT graduate program, raise marketability of prospective students, and increase recruitment and retention.

It is important to note that meeting the stated requirements for pursuing the MSED-IT pathway does not guarantee admission to the Graduate School. Admission is contingent on meeting all eligibility requirements at the time of entering the graduate program. Graduate courses taken prior to admission to the MSED-IT program will be designated as applicable to the graduate program of study after the student earns the BSAM-ITTE degree and enrolls in the MSED-IT degree program.

Other Catalog Change

CEDU22.23.07.04

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Minor in Sports Medicine (24-25)

This transdisciplinary minor is designed to provide students with a better understanding of sports medicine and the sports medicine team, specifically providing foundational principles for several disciplines under the sports medicine umbrella. Students will learn foundational anatomy, along with basic body movement principles. Students will also learn about common acute and chronic conditions and common pathologies and interventions for an active population. Students wishing to declare for the minor in Sports Medicine should contact the Department of Kinesiology and Physical Education. Students in this minor must receive a grade of C or better in each of the required courses and electives. All university majors, including those housed in the Department of Kinesiology and Physical Education may declare the minor in Sports Medicine.

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Required Courses (18-19)

BIOS 357 - Human Anatomy and Physiology Credits: 5

PHYS 150 - Physics Credits: 3

KNPE 314 - Applied Biomechanics Credits: 4

KNPE 320 - Foundations of Sports Medicine Credits: 3

KNPE 443 - Principles of Exercise for Acute and Chronic Conditions Credits: 3

Two of the following (6-7)

KNPE 305 - Psychological and Sociological Aspects of Exercise and Physical Activity

OR KNPE 310 - Psychological Aspect of Sport and Exercise Credits: 3

KNPE 350 - Principles and Techniques of Resistance Training Credits: 3

KNPE 452 - Applied Physiology of Exercise Credits: 4

NUTR 201 - Human Nutrition Credits: 3

PHHE 295 - Introduction to Public Health Credits: 3

PHHE 315 - Introduction to Health Promotion Credits: 3

HSCI 430 - Working with Diverse Populations in Health and Human Science Credits: 3

Rationale: Sports medicine and allied health are increasingly growing fields that require a transdisciplinary approach to interprofessional collaboration and education. Several medical disciplines treat patients suffering from sport related pathologies, including athletic training, physical therapy, physician, physician assistant, nursing, and occupational therapy. The purpose of the minor in sports medicine is to expose students from different colleges across the campus to the many parts of sports medicine and the sports medicine team.

The transdisciplinary minor, which includes coursework from three different colleges and six different departments provides students with a better understanding of the sports medicine team. The minor provides applied fundamentals for students seeking enrollment in allied health care programs including athletic training and a well-aligned complement to majors such as, Health Sciences (Pre-Physical Therapy), Biology, Psychology, Kinesiology, and other majors/minors at NIU. Additionally, this minor will serve as an additional recruitment tool (and seamless prerequisite requirement fulfillment) for the graduate program (MS) in athletic training and exercise physiology program at NIU.

It is important to note that this minor would offer an additional credential to assist students who desire to enter various sectors of this industry (most of which have highly projected growth in employment opportunities over the next 8-10 years). For example, according to the [Bureau of Labor Statistics](#):

- ***Athletic Training***: projected to **grow 17% from 2021 to 2031**, much faster than the average for all occupations

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- **Personal Training:** projected to **grow 19% from 2021 to 2031**, much faster than the average for all occupations
- **Physical Therapy:** projected to **grow 17% from 2021 to 2031**, much faster than the average for all occupations
- **Occupation Therapy:** projected to **grow 14% from 2021 to 2031**, much faster than the average for all occupations
- **Exercise Physiology:** projected to **grow 9% from 2021 to 2031**, faster than the average for all occupations

Additionally, the requirement / elective offerings for this minor would be a **cost-neutral endeavor** for the colleges, departments, and programs involved, as the coursework included are offered with regularity over the course of an academic year.

Finally, this minor aligns well with the presidential goal of transdisciplinary studies at NIU.

See emails from other non-KNPE departments agreeing to using their coursework within the minor.

COLLEGE OF HEALTH & HUMAN SCIENCES
SCHOOL OF FAMILY AND CONSUMER SCIENCES

Other Catalog Change **CHHS22.23.08.01** [LINK](#) 2022-23 UG Catalog

New Specialization

Human Development and Family Sciences, Comprehensive Major (B.S.)

All emphases in this major have an applied as well as a theoretical orientation. The major emphasizes a developmental life-span approach to individual and family change. The influence of family relations, prevention, and wellness on one another is the guiding principle in all programs.

All students will enter Human Development and Family Sciences as a major with one of four emphases: Family Relations, Prevention, and Wellness; Family Social Services; Child Development; or Adult Development and Aging.

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

Check departmental information for any additional requirements.
Limited Retention Requirements for Human Development and Family Sciences

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~~All students will enter Human Development and Family Sciences as a major with one of three emphases: Family Relations, Prevention, and Wellness, Child Development, or Family Social Services.~~

↓

Emphasis 3. Child Development

↓

Students must complete HDFS 490 with a grade of C or better. Students electing the study area of parent/infant or child life specialist must have taken HDFS 439 or be concurrently enrolled in it when taking HDFS 490. Students not meeting the requirements for entry into the practicum or internship may, with the consent of the school, change to the Emphasis in Family Relations, Prevention, and Wellness in order to complete graduation requirements. HDFS 494 is designed only for students who are pursuing the Illinois Gateways Director Credential Certificate level 2.

Emphasis 4. Adult Development and Aging

This emphasis is designed to prepare professionals for careers in aging, including careers related to administration, housing, wellness, community service, public policy, and/or fields requiring further graduate study, such as counseling or research. Students wishing to sit for the **Illinois Nursing Home Administrator licensure exam** should follow a leadership path through these courses in consultation with their advisor.

Requirements in school: (39)

- **HDFS 280 - Human Development, the Family, and Society Credits: 3**
Available for general education credit.
This is a nature and technology general education course for the Health and Wellness Pathway.
- **HDFS 284 - Introduction to Family Relationships Credits: 3**
- **GERO 365 – Overview of Gerontology Credits: 3**
- **GERO 366 – Health Aspects of Aging Credits: 3**
- **Crosslisted as COMD 366X**
- **GERO 369 - Dementia Studies Credits: 3**
- **GERO 418 - Social Policy and Advocacy in Aging Credits: 3**
- **HDFS 445 - Management of Human and Family Resources Credits: 3**
HDFS 445 is a Writing Infused Course.
- **HDFS 465 – Theories and Issues in Aging Studies Credits: 3**
- **HDFS 488 – Working with Ethnically Diverse Children and Families in the U.S. Credits: 3**
HDFS 488 also fulfills the Human Diversity Requirement.
OR **HDFS 384 – Asian American Families Credits: 3**
HDFS 384 also fulfills the Human Diversity Requirement.

Four of the Following: (12)

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- GERO 415 - Financial Dimensions of Aging and the Family Credits: 3
OR HDFS 343 - Family Financial Planning Credits: 3
- GERO 442 – Gerontology: Community Services Credits: 3
- GERO 468 – Leadership in Aging Services Credits: 3
- HDFS 477 – Domestic Violence and Trauma in the Family Credits: 3
- HDFS 485 – Methodology in Family Life Education Credits: 3
- HDFS 486 – Aging and the Family Credits: 3
- HSCI 450 - Administration for Professionals in Health and Human Sciences Credits: 3
- GERO 467 – Fieldwork in Gerontology Credits: 3

Requirements outside the major (21)

- STAT 100 – Basic Statistics Credits: 3
- SOCI 170 – Introduction to Sociology Credits: 3
- BIOS 109 – Human Biology Credits: 3
- SOCI 356 – Health, Aging, and Society Credits: 3
OR PSYC 425 – Adult Development and Aging Credits: 3
OR ACCY 206 – Introductory Financial Accounting Credits: 3
OR ACCY 288 – Fundamentals of Accounting Credits: 3
- PHHE 410 – Coping with Death, Dying, and Loss Credits: 3
OR ANTH 333 – The Art of Living and Dying: A Cross-Cultural Perspective Credits: 3
OR PHHE 453 – Financial Management of Health Care Organizations Credits: 3
- NUTR 428 - Nutrition and Aging Credits: 3
OR NUTR 405 - Child Health and Nutrition Credits: 3
- PHHE 433 - Principles of Long-Term Care Administration Credits: 3
OR NNGO 303 - Nonprofit Administration for Social Justice Credits: 3

Special Prerequisites

Student's enrollment in GERO 467 requires successful completion of a criminal background check through the College of Health and Human Sciences (fees apply).

Total Hours for Emphasis 4. Adult Development and Aging (60)

RATIONALE: Human Development Family Sciences core courses address fundamental concepts and each emphasis a specialization: family relations, prevention and wellness; family social services; and child development. This proposal expands to the specialization of adult development and aging that is not currently offered as a major. This addition reflects movement in the field to a lifespan perspective embracing adult development and aging. This new emphasis offers targeted training for students wishing to engage in careers and research related to adult development and aging services with an emphasis in overall Human Development and Family Sciences.

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Emphasis grows out of a robust interest in the intro course, overview of gerontology (GERO 365).

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SCHOOL OF HEALTH STUDIES

Other Catalog Change **CHHS22.23.08.02** [LINK](#) 2022-23 UG Catalog

New Certificate of Undergraduate Study

College of Health and Human Sciences

↓

Health Studies (AHLS, HLTH, NUTR, PHHE)

↓

Display programs for this department.

↓

Minor

- Minor in Health Education (21)
- Minor in Nutrition, Health, and Wellness (24-26)
- Minor in Public Health (18)

Certificate of Undergraduate Study

- Medical Laboratory Sciences Workforce Development Certificate in Clinical Core Lab (12)
- Medical Laboratory Sciences Workforce Development Certificate in Clinical Microbiology Lab (7)

↓

These certificates are designed to enhance the NIU (Northern Illinois University) clinical affiliate medical laboratory professional working in a clinical core lab or clinical microbiology lab in their pursuit of external credentialing. Applicants must be working in a clinical lab setting and hold a bachelor's degree in biology or chemistry. Students in each certificate will take the required courses, however in collaboration with their clinical lab workplace supervisor, additional courses may be completed. Additional courses such as AHLS 303 Immunohematology, AHLS 304 Foundations of MLS, and AHLS 497 MLT to MLS Integrated Experience - may be required to be eligible for an external credential or employer requirements. To earn each certificate, students must maintain a good academic standing in the university, achieve a minimum grade of C in each certificate course, and complete all certificate course work within two (2) academic years.

The students must first apply to NIU as a postbaccalaureate visiting student.
<https://www.niu.edu/admissions/path/guest-reenter/apply.shtml>

For more information on these certificates please contact the Medical Laboratory Sciences Program Director at SHS@niu.edu. A certificate path can be found here which outlines typical sequence of coursework.

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SECTION B – Approvals required beyond BC. For 2023-2024 catalog

Medical Laboratory Sciences Workforce Development Certificate in Clinical Core Lab (12)

Required Courses (12)

AHLS 301 - Medical Immunology	2 credits
AHLS 302 - Hematology/Hemostasis	3 credits
AHLS 300 - Urinalysis	2 credits
AHLS 308 - Body Fluids	1 credit
AHLS 344 - Medical Diagnostic Biochemistry	4 credits

Medical Laboratory Sciences Workforce Development Certificate in Clinical Microbiology Lab (7)

Required Courses (7)

AHLS 301 - Medical Immunology	2 credits
AHLS 335 - Medical Diagnostic Mycology/Parasitology	2 credits
AHLS 336 - Medical Diagnostic Microbiology	3 credits

RATIONALE: As there is a shortage of Medical Laboratory Scientists, clinical labs throughout the US are hiring people with degrees in biology or chemistry who are not trained in Medical Laboratory Sciences and therefore must be trained on the job. Some clinical labs want to make these employees eligible for the board of certification/credentialing. NIU Medical Laboratory Sciences Program has created a workgroup consisting of many of our regional clinical lab partners to propose the current workforce development certifications to assist lab employees in the goal for certification/credentialing. These NIU certificates are not for the BS MLS students, but rather those who have earned a BS in Biology or Chemistry and are endorsed by their workplace to obtain additional coursework. The required coursework for each certification (12 credits for the Clinical Core Lab -and- 7 credits for the Clinical Microbiology Lab) are minimums; some of the regional clinical lab partners may require additional coursework to be completed. The requirement that each course be completed with a “C” or better and in two (2) years is as per recommended by our regional clinical lab partners to meet the expectations of their employees.

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EXPEDITED/CONSENT – Recorded for inclusion in the 2022-23 Undergraduate Catalog via the Expedited Curricular Process

COLLEGE OF BUSINESS
DEPARTMENT OF MARKETING

Course deletion **CBUS22.23.05.01** 2022-23 UG Catalog [LINK](#)

MKTG 99 - Portfolio

Rationale: MKTG 99, Portfolio, has primarily been used for department assessment purposes. As we transition to a faculty-led assessment model, there is no need for a student portfolio. Other departments in the College of Business do not have a portfolio requirement so Marketing will be more consistent with the overall College requirements by removing MKTG 99. Removing the requirement will not affect overall required credits as MKTG 99 is a 0-credit course. This course is not a required or elective course, nor a prerequisite or corequisite, for any other program in the university.

Course revision **CBUS22.23.05.02** 2022-23 UG Catalog [LINK](#)

MKTG 495 - Marketing Strategy

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Prerequisites & Notes

PRQ: FINA 320 and MGMT 335 and MKTG 443 and OMIS 338 and senior standing and marketing major. CRQ: MKTG 99.

Credits: 3

Rationale: With the deletion of MKTG 99, this corequisite is to be removed.

COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP, EDUCATIONAL PSYCHOLOGY
AND FOUNDATIONS

Course Revision **CEDU22.23.06.01** [2022-23 Undergrad Catalog](#)

EPFE 400 ~~Foundations of Education~~ **Educational Policy Studies**
~~Sociological, philosophical, and historical foundations of education. Curriculum development, multicultural concerns, and school organizations are addressed in relation to teaching.~~ **The social contexts of educational policy.**

Rationale: The course title and course description are changing to offer a more precise and

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accessible indication of the course content and opportunities for learning. The changed title and description are also more closely aligned with how EPFE 400 is currently taught. The LEPF department believes these changes will provide a clearer representation of EPFE 400 to undergraduate students and advisors, which can in turn support their decision-making around course enrollment.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Course Deletion

CEDU22.23.06.05

[2022-23 Undergrad Catalog](#)

LTRE 330 Practicum in Reading Diagnosis. Administration and interpretation of various formal and informal assessments. Emphasis on developing case studies and preparing case reports.

Credit hours: 3

Rationale: Emphasis #5 in the Elementary Education B.S.Ed. program is the Reading Teacher. This formerly requiring 15 hours or coursework, however, the Illinois State Board of Education (ISBE) has recently reduced the number of credit hours to 12, thus requiring the deletion of one course.

The current five courses are:

- 1. LTLA 362 Children’s Literature*
- 2. LTRE 320 Organizing for Effective Diagnostic Assessment of Reading Instruction*
- 3. LTRE 330 Practicum in Reading Diagnosis*
- 4. LTRE 331 Practicum in Problems of Teaching Reading*
- 5. LTRE 401 Practicum in Teaching Developmental Reading: Elementary Level*

From these five courses, the recommendation is that LTRE 330 be dropped from the curriculum for the following reasons:

- 1. There is content overlap between LTRE 320 and LTRE 331*
- 2. Much of the course content is focused on formal (standardized) reading assessments. Reading teachers no longer use formal reading assessments as part of their practice because they do not inform instructional decisions. As such, there remains little reason to instruct students in their use.*
- 3. LTRE 331 and 401 provide intense, practical teaching experience in the application of diagnostic tools and the design and delivery of reading instruction that is most helpful in the student’s development as a reading teacher.*

Course Revision

CEDU22.23.06.06

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LTRE 331 Practicum in Problems of Teaching Reading. Diagnostic techniques and clinical experience in teaching literacy strategies.

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Credit hours: 3

Prerequisites & Notes PRQ: ~~LTRE 330~~, GPA of at least 2.75 and junior standing.

Rationale: The prerequisite of LTRE 330 is deleted because the course was removed.

Course Revision **CEDU22.23.07.05** [2022-23 Undergrad Catalog](#)

KNPE 348 – Educational Dance for Children (Credits: 2 3)

Rationale: This would allow more potential space for practical experiences for peer teaching, content, and assessment strategies that better match the intent of the course.

COLLEGE OF HEALTH & HUMAN SCIENCES

SCHOOL OF FAMILY AND CONSUMER SCIENCES

Course Revision **CHHS22.23.05.01** [LINK](#) 2022-23 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.

Course Revision **CHHS22.23.05.02** [LINK](#) 2022-23 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](#) 2022-23 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

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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 **CHHS22.23.07.02** [LINK](#) 2022-23 UG Catalog

NUTR 201. Human Nutrition (3) Role of nutrition in human biological systems: properties of nutrients; interaction with other environmental and genetic factors; quality of the current food supply. Not open for credit to students having previous credit in NUTR 309. PRQ: BIOS 103 or BIOS 109 or BIOS 208 ~~or BIOS 357~~ or equivalent.

RATIONALE: Information taught in BIOS 357 is not utilized in this course. Lower-level BIOS courses appropriately prepare students for the content covered in this course.

Course Revision **CHHS22.23.07.03** [LINK](#) 2022-23 UG 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,~~ and NUTR 201. CRQ: BIOS 357 and CHEM 310.

RATIONALE: NUTR 201 already lists these BIOS courses as course prerequisites, so having them listed also for NUTR 309 is redundant

Course Revision **CHHS22.23.07.04** [LINK](#) 2022-23 UG Catalog

NUTR 415. Medical Nutrition Therapy I (3) Introduction to therapeutic nutrition. An understanding of the metabolic and pathologic changes during chronic disease condition and adaptation of the principles of normal nutrition to promote optimum nutrition during disease states. Offered fall semester only. PRQ: NUTR 310 with a grade of B or better, and CHEM 231 or **CHEM 310 and CHEM 311 or equivalent**, and consent of school.

RATIONALE: CHEM 310 was deleted as a CRQ to NUTR 309 at the HHS CCC Meeting #4 this fall. Information covered in CHEM 310 and 311 is required for students to be successful in

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NUTR 415. Adding CHEM 310 as a PRQ also ensures students take the course at the appropriate time during their junior year to be better prepared for senior NUTR courses.

COLLEGE OF VISUAL AND PERFORMING ARTS
SCHOOL OF THEATRE AND DANCE

Course Revision **CVPA22.23.05.01** 2022-23 Catalog [LINK](#)

THEA 255 - Stage Technology II: Scenery and Lighting

PRQ: THEA 210, THEA 210A, and **or** consent of school. CRQ: THEA 255A.

Rationale: THEA 255 prerequisite should have the “and” changed to an “or.” This was a typo on our part and while not imperative will require special permission for all who wish to take the class, which isn’t necessary.

Course Revision **CVPA22.23.05.02** 2022-23 Catalog [LINK](#)

THEA 322 - Theatre Design IV: Lighting

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

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

Course Revision **CVPA22.23.05.03** 2022-23 Catalog [LINK](#)

THEA 355 - Scenic Technology II. ~~Topics and methods prevalent in scenic technology.~~
Advanced study of the planning, construction, mounting, and shifting of scenery and properties including tools, materials, and techniques. Weekly 3-hour supervised and/or independent laboratory experience in scene technology.

Rationale: Description more closely represents the content of the course as taught. Prerequisites have been updated.

Course Revision **CVPA22.23.05.04** 2022-23 Catalog [LINK](#)

THEA 450 Advanced Drafting.

PRQ: THEA 255 and ~~THEA 249~~, or consent of school.

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RATIONALE: THEA 450 should have THEA 249 removed from the “Prerequisites and Notes.” THEA 249 is no longer a course offered in our current curriculum and the information is covered in other courses.

AGENDA

Baccalaureate Council Meeting
4th Meeting/Academic year 2022-23
University Suite. Holmes Student Center/ Virtual on Teams
12:30 – 3:00 p.m., Thursday, December 1, 2022

I. ADOPTION OF AGENDA

II. APPROVAL OF MINUTES

III. ANNOUNCEMENTS

A. Next BC meeting will be 2022.12.08

IV. DISCUSSION AGENDA

A. Section A

1. College of Business

CBUS 05 (AY 2022-2023)

- CBUS22.23.05.04 / Other Catalog Change Marketing Department Requirements removes language related to portfolio
- CBUS22.23.05.05 / Other Catalog Change Marketing B.S. Requirements in Department removes language related to portfolio

CBUS 06 (AY 2022-2023)

- CBUS22.23.06.01 / Other Catalog Change Management B.S. Requirements in Department Changes to list of required courses options

2. College of Education

CEDU 05 (AY 2022-2023)

- CEDU22.23.05.05 / Other Catalog Change Minor in Counseling deletes opening sentence

CEDU 06 (AY 2022-2023)

- CEDU22.23.06.02 / Other Catalog Change Minor in Spec Ed Foundations adds another course option to requirements
- CEDU22.23.06.03 / Other Catalog Change BS Ed Special Education revises requirements

CEDU 07 (AY 2022-2023)

- CEDU22.23.07.01 / Other Catalog Change BS Ed Special Education clarifies hours required for 2 courses

- CEDU22.23.07.06 / Other Catalog Change Physical Education BS Ed to reflect expedited course revision to KNPE 348 credits

3. College of Engineering

CEET 04 (AY 2022-2023) - *No UG Curricular Items*

CEET 04 (AY 2022-2023)

- CEET22.23.04.01 / Other Catalog Change Biomedical Engineering B.S. adds additional courses to the electives for each of three BME tracks.

Supporting documentation (email) for included external course PHYS 283 is in Teams folder.

4. College of Health and Human Sciences

CHHS 05 (AY 2022-2023) – *No Section A UG Items*

CHHS 06 (AY 2022-2023)

- CHHS22.23.06.01 / Course Revision COMD 220 Change in course title and adding PRQs from another department in C
- CHHS22.23.06.02 / Other Catalog Change removing erroneous language and one course from Requirements in School

CHHS 07 (AY 2022-2023)

- CHHS22.23.07.01 / Other Catalog Change Rehabilitation and Disability Services BS corrects errors in course prefixes

CHHS 08 (AY 2022-2023) – *No Section A UG Items*

5. College of Liberal Arts and Sciences

CLAS 04 (AY 2022-2023) – *No Section A UG Items*

- CLAS22.23.04.14 / Other Catalog Change to Minor in Black Studies - removing GEOG 336
- CLAS22.23.04.15 / Other Catalog Change to Minor in Southeast Asian Studies - removing GEOG 491
- CLAS22.23.04.16 / Other Catalog Change to Black Studies - removing director name, and GEOG 336

6. College of Visual and Performing Arts

CVPA 03 (AY 2022-2023) – *No UG Curricular Items*

CVPA 04 (AY 2022-2023) – *No Section A Items*

CVPA 05 (AY 2022-2023) – *No Section A Items*

B. Section B

1. College of Business

CBUS 05 (AY 2022-2023)

- CBUS22.23.05.03 / New Cert of UG Study - Innovation, Design and

Commercialization – *Revised original submission to include additional options to required courses, change total credits from 15 to 13-15.*

2. College of Education

CEDU 06 (AY 2022-2023)

- CEDU22.23.06.16 / New Degree Path Accelerated B.S. in Applied Management Emphasis in Instructional Technology, Training and Evaluation (BSAM-ITTE) / M.S. in Educational Research, Evaluation, and Assessment (MSEREA)
- CEDU22.23.06.19 / New Degree Path Accelerated B.S. in Applied Management Emphasis in Instructional Technology, Training and Evaluation (BSAM-ITTE) / M.S. in Instructional Technology (MSED-IT)

CEDU 07 (AY 2022-2023)

- CEDU22.23.07.04 / Other Catalog Change NEW Minor in Sports Medicine

3. ***Health and Human Sciences***

CHHS 08 (AY 2022-2023)

- CHHS22.23.08.01 / Other Catalog Change NEW Specialization in Human Development and Family Sciences BS. *Supporting documentation (emails) from included external courses is in Teams folder.*
- CHHS22.23.08.02 / Other Catalog Change NEW two Certificates of Undergraduate Study in Medical Laboratory Sciences Workforce Development

C. Section D – No items

V. UNFINISHED BUSINESS - None

VI. NEW BUSINESS

VII. ADJOURNMENT