SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

COLLEGE OF BUSINESS

Other Catalog Change    Pages 55-57, 2014-15 Graduate Catalog

Master of Business Administration
  ↓ Phase Two Requirements
  ↓ MGMT 635 – Organizational Behavior Managing Individuals, Teams, and Organizations (3)
  ↓ Certificates of Graduate Study Entrepreneurship (12)
  ↓ Requirements
  ↓ MGMT 635 – Organizational Behavior Managing Individuals, Teams, and Organizations (3)
  ↓ Managerial Leadership (12)
  ↓ Requirements
  ↓ MGMT 635 – Organizational Behavior Managing Individuals, Teams, and Organizations (3)

Department of Accountancy

Course Deletion    Page 61, 2014-15 Graduate Catalog

510S. ACCOUNTING INFORMATION SYSTEMS LABORATORY (1).

Course Revision    Page 61, 2014-15 Graduate Catalog


Course Revision    Page 61, 2014-15 Graduate Catalog

532. FINANCIAL REPORTING II (3). …. A student may not receive credit for both ACCY 432 332 and ACCY 532. A student must … … enrollment.

Other Catalog Change    Page 58, 2014-15 Graduate Catalog
Master of Accounting Science

In addition to the College of Business standards listed under “Graduate Study in Business,” the admission standard for the Department of Accountancy is a minimum 3.00 GPA in undergraduate accountancy courses. Admission to the Master of Accounting Science program is competitive. Candidates may also be asked by the department graduate adviser to complete an interview either in person or by phone.

Other Catalog Change Pages 58-59, 2014-15 Graduate Catalog

Certificate of Graduate Study

Foundation of Accountancy (46) (15)

Required Courses

ACCY 510A 510 – Accounting Information Systems (3)
ACCY 510S – Accounting Information Systems laboratory (1)

Department of Management

Course Revision Page 67, 2014-15 Graduate Catalog

635. ORGANIZATIONAL BEHAVIOR MANAGING INDIVIDUALS, TEAMS, AND ORGANIZATIONS (3). ….

Department of Operations, Management and Information Systems

New Courses Page 71, 2014-15 Graduate Catalog
CIP Code: 11.01

599. DEGREE COMPLETION SEMINAR (0). Students will complete the MIS program assessment and exit survey during the last semester of the program. S/U grading.

653. ENTERPRISE SYSTEMS CONFIGURATION WITH SAP (3). This course is designed to help students continue to build skills and knowledge about SAP. This course will provide students with a thorough understanding of both the role that Enterprise Resource Planning Systems (ERPs) play in an organization and the challenging task of implementing and configuring the Information System (IS) function. Projects and case studies will be assigned that afford the student the opportunity to work through many real-life business situations using the SAP ERP Central Component (ECC) system and explore the interaction among the different business processes.

Master of Science in Management Information Systems
↓
Phase Two
↓
Required Courses
With approval of the academic program coordinator, other courses may be substituted for a maximum of 9 semester hours of Phase Two course work.

OMIS 599 – Degree Completion Seminar (0)
OMIS 640 – Management of Information Systems Technology (3)
↓

COLLEGE OF EDUCATION

Certificates of Graduate Study
↓
Director of Special Education (20)
This certificate … … and Foundations.

LEEA 521 – Special Education Finance (3)
LEEA 577 - Administration and Supervision of Special Education (3)
LEEA 726 - Special Education: Leadership and the Law (3)
SESE 592 - Seminar in Special Education (3)

OR SESE 747 – Advanced Seminar in Special Education (3)
SESE 6760 - Director of Special Education (3)
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

SESE 765 - Seminar: Professional Collaboration in Schools (3)
SESE 786 - Internship in Special Education (5) (2)

Department of Educational Technology, Research and Assessment

New Course Graduate Catalog

CIP Code: 13.0501

| ETT 587. INSTRUCTIONAL eF-PORTFOLIO DESIGN AND DEVELOPMENT (1-6). Demonstrate the design and development competency in developing an instructional e-portfolio. May be repeated up to a maximum of six semester hours. S/U Grading. PRQ: Consent of department. |

Department of Kinesiology and Physical Education

New Courses Graduate Catalog

CIP Code: 26.0908

| KNPE 561. ADVANCED EXERCISE PHYSIOLOGY (3). An in-depth study and hands-on skill enhancement in the application of advanced laboratory techniques for evaluating health and training benefits associated with exercise and for predicting and enhancing human performance. |
| KNPE 564. EXERCISE IS MEDICINE (3) A n-depth study of chronic diseases and how exercise can be used as a treatment or prevention for the disease. Emphasis is on interrelationships among organ systems in deviations from homeostasis. Course topics include the etiology, physical signs and symptoms, prognosis, current management of the disease, mechanisms for the benefits of exercise, and training programs individuals for the diseases. |

Other Catalog Change Page 94, 2014-15 Graduate Catalog

Specialization in Exercise Physiology/Fitness Leadership

| Thesis Option (36) |
| Specialization Core (6) |
| KNPE 560 - Cardiorespiratory Physiology: Responses and Adaptations to Exercise (3) |
| KNPE 561 - Advanced Exercise Physiology (3) |
| KNPE 565 - Seminar in Current Issues in Kinesiology, Physical Education, and/or Sport (3) |
| KNPE 652 – Exercise Bioenergetics (3) |
EPS 706 - RESEARCH IN HUMAN CHILD DEVELOPMENT IN EDUCATIONAL SETTINGS (3) Examination and analysis of recent research in human development framed in sociocultural theory and research. Focus on development of skills for conducting research in human development on and learning applicable to all educational settings. PRQ: EPS 705 or consent of department.

Master of Science in Education in Educational Administration

This 36-semester-hour principal preparation program focuses on the knowledge, skills, and dispositions required for persons who are interested in educational leadership, administration, and management in educational settings obtaining a principal endorsement on a Professional Educator License (PEL) in order to be eligible to work as a principal, an assistant principal, or in related or similar positions. The program should be of particular interest to those preparing to work as supervisors, department chairs, assistant principals, and associate/assistant superintendents and may also be used by students seeking careers in higher education, private institutions, or governmental agencies. The goal of the program is to prepare visionary leaders with the skills and knowledge to effectively implement and manage an educational environment that utilizes evidence of student learning to drive continuous school improvement.

Majors in educational administration may earn the M.S.Ed. degree with or without the principal endorsement to the Type 75 Illinois Administrative License. Those electing to earn the endorsement normally complete the non-thesis option. Those seeking the master’s degree without the endorsement may pursue either the thesis or non-thesis options.

Check departmental information for any additional requirements.

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

Admission

The faculty in educational administration select the most qualified applicants. Preference is given to educators who hold a master’s degree in an area other than educational administration, who are experienced educators, and who have a minimum undergraduate GPA of 3.50.
Applicants for this program must complete all Northern Illinois University application procedures for admission related to the graduate program in the College of Education and meet that program’s admission criteria. Faculty decisions are based on the total profile of each applicant.

Applicants must possess and provide evidence of the following in order to be considered for admission:

- A minimum undergraduate GPA of 3.50
- For teachers, a valid and current Illinois professional educator license (PEL) (i.e., early childhood, elementary, middle level, secondary, special K-12, or special preschool-age 21) and data providing evidence of two years of student growth and learning within the last five years. For school support personnel, a valid and current Illinois professional educator license (PEL) (i.e., school support personnel) and a minimum of two years of related experience in an educational setting.
- Passage of the Test of Academic Proficiency (TAP), or Basic Skills Test as approved by the State.
- Submission of a portfolio that presents evidence of a candidate’s achievements during his or her educational experience (see Requirements).
- A nomination letter from the superintendent in the district where they will be completing their internship.
- A prospective internship mentor commitment letter.
- Successfully complete LEEA 500 with a grade of B or higher.
- Selection through an in-person interview with at least two full-time NIU faculty members.
- Successful completion of a written response to a scenario.

Any applicant who is denied admission may submit an appeal to be reviewed by the admissions committee and the faculty. Appeals must be in writing, explain the basis for the appeal, and include information not previously submitted.

**Requirements**

Students seeking the M.S.Ed. with or without the general administrative endorsement are required to complete the following requirements.

**Non-Thesis Option**
ETR 520 — Introduction to Educational Research (3)
Foundations course approved by adviser (3)
Course work in educational administration approved by adviser (15-24)
Electives and/or research course work approved by adviser (0-9)
LEEA 586A and LEEA 586B — Internship in Educational Administration
A two-semester internship (fall-spring or spring-fall) with a portfolio as the culminating activity (4)

The comprehensive examination for students pursuing the non-thesis option is conducted in conjunction with the defense of the portfolio.

Thesis Option

Same requirements as the non-thesis option, except that 6 semester hours must be taken in LEEA 699A, Master’s Thesis. Students pursuing the thesis option fulfill the comprehensive examination requirement in conjunction with the thesis defense.

Prior to formal admission into the MS.-Ed. in Educational Administration principal preparation program, prospective students must enroll in and complete LEEA 500 as a “student at large.” The preparation of the admission portfolio, the response to a written scenario, and the interview with two full-time NIU faculty members take place as part of LEEA 500.

Students enrolled in the NIU Principal Preparation Program must complete the 10-course sequence plus a 3-semester internship.

Course work includes curricula that addresses student learning and school improvement with a focus on:

All grade levels (i.e., preschool-12)
The role of instruction with an emphasis on literacy and numeracy
Students with special needs (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs)
Collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners)

Candidates may transfer up to 15 credits pending an evaluation of official transcripts from accredited institutions for comparable courses. A final determination of the courses for transfer will be made by the LEPF Department Chair upon transcript review.

Educational Specialist in Educational Administration
This 303-semester-hour program of advanced study in educational administration is designed to prepare eligible graduate students for various administrative positions in education. It emphasizes … … theory. Within their program of studies, students may complete requirements for the superintendent endorsement to the Type 75 Illinois Administrative License. Other licensure requirements may be included in the program. Students should consult their adviser.

The student learning outcomes for this degree are located at [http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml](http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml).

### Course Requirements

The program requires 303 semester hours of graduate course work in either the thesis or non-thesis option with a GPA of at least 3.00 in the degree program (excluding deficiency courses taken for graduate credit) as well as in all graduate course work taken at NIU. Below is a listing of areas of course work taken as part of the degree program.

- Course work constituting common requirements in research understandings and skills, learning and development theories, and sociocultural analyses of education (12)

Successful completion of a candidacy examination. This examination encompasses the common requirements and the area of professional knowledge in educational administration. A student must be in good academic standing, both overall and in the Ed.S. program to be eligible to take this examination. (See program Student Handbook for further information.) A student who fails this examination may, with the permission of the major department, repeat it no sooner than the following academic term. A student who fails this examination a second time, or is not granted approval for a second attempt, shall not be permitted to continue work toward the Ed.S. degree, and admission to that program shall be terminated.

<table>
<thead>
<tr>
<th>LEA 786</th>
<th>Extended, Embedded Internship (3)</th>
</tr>
</thead>
</table>

### Non-Thesis Option

- LEA 700 — Nature and Theory of Administration (3)
- LEA 745 — Survey of Research in Educational Administration (3)

Additional course work in educational administration (15)

### Thesis Option

Same as non-thesis option except that 6 semester hours of the educational administration course work must be in LEA 699B, Ed.S. Thesis, or LEA 699C, Ed.S. Field Study.

### Examination
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

Students are required to create and successfully defend a portfolio.

**Thesis**
The writing of a thesis or field study is optional in the Ed.S. program. See “Requirements for Graduate Degrees.”

**Composition of Committees**
The thesis committee (if applicable) and comprehensive examination committee shall each consist of at least three members. The majority of the committee must be regular faculty members at Northern Illinois University; a majority must be members of the graduate faculty; and the chair must be a graduate faculty member in the department.

**Doctor of Education in Educational Administration**
The Ed.D. program in educational administration … …, the role of the leader in the social order, community power structure, and organizational theory. Within their program of studies, students may complete requirements for the superintendent endorsement to the Type 75 Illinois Administrative License. Within their program of studies, students may complete requirements for the superintendent endorsement to the Type 75 Illinois Administrative License.

In order to obtain the superintendent endorsement to a Professional Educator License (PEL) as part of the Ed.D. in Educational Administration degree, students must complete a state-approved course of study (see requirements below).

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

**Admission**

An applicant for admission to the Ed.D. program in educational administration must submit

↓

three letters of recommendation from professors and/or practicing school administrators who hold state licensure

Applicants who wish to obtain a superintendent endorsement must possess a Professional Educator License (PEL).

↓

**Requirements**
The doctoral program in educational administration requires a minimum of 60 semester hours of graduate work beyond the master’s degree as follows.

Course work (excluding dissertation hours) in educational administration (27)

- LEEA 786 - Extended, Embedded Internship in Educational Administration (3)
- LEEA 799 - Doctoral Research and Dissertation (15)

A cognate component may be selected from outside the major to provide a broader base of knowledge, a supportive professional skill, or more sophisticated research competencies.

Successful completion of a candidacy examination. This examination encompasses the common requirements, the area of professional knowledge, and any cognate in educational administration. The examination is developed and evaluated by the student’s committee and combines theory, research, and practice. The exam process used ensures a common standard is used in evaluating students for candidacy and to ensure all program candidates are able to demonstrate a broad body of Educational Administration content knowledge. The examination may be written or oral or both, at the option of the department. A student planning to take a candidacy examination is required to file a letter of intent with the department chair, and should consult the department concerning applicable procedures and deadlines for such notification. It is scheduled with permission of the chair of the student’s doctoral program committee, normally during the last term of course work prior to the dissertation, but may be taken during the semester before or immediately after completing the last nondissertation course in the graduate program. A student must be enrolled in the term of the candidacy examination. The requirements and content matter covered on the exam are reinforced throughout coursework, and special exam review sessions and practice exam opportunities are made available during students’ final semester of coursework. A student must be in good academic standing, both overall and in the Ed.D. program to be eligible to take this examination. See program Student Handbook for further information. A student who fails this examination may, with the permission of the major department, repeat it no sooner than the following academic term. A student who fails this examination a second time, or is not granted approval for a second attempt, shall not be permitted to continue work toward the Ed.D. degree, and admission to that program shall be terminated.

LEEA 799: Doctoral Research and Dissertation (15)

If beyond an NIU Ed.S. degree, the doctoral program in educational administration requires a minimum of 30 additional semester hours as follows including
Course work in research understandings and skills, learning and development theories, and sociocultural analyses of education (15)

One other LEEA course (3)

LEEA 799, Doctoral Research and Dissertation (15)

Type 75 Illinois Administrative License Administrative Endorsements to a Professional Educator License

In conjunction with the degrees described above, students may meet requirements for various endorsements to the Type 75 Illinois Administrative License. Students may also enroll in license-only programs with departmental approval. Departmental approval is required for an administrative endorsement application. Application packets may be obtained from the department office for students interested in an administrative endorsement who are not admitted to an NIU graduate degree program also must apply for and obtain permission from the Graduate School to enroll as students-at-large.

General Administrative Endorsement Principal Endorsement

Students seeking this endorsement to a Professional Educator License as part of a graduate degree program in the department must possess a baccalaureate degree and a current Illinois Professional Educator License which provided licensure as an educator in Illinois schools or an equivalent degree with evidence of licensure deficiency completion. Students seeking an endorsement only must possess a master’s degree in addition to the previous requirement. All students seeking this endorsement must be admitted by the department, have a program of courses approved by an adviser, and successfully complete a comprehensive examination all program and state requirements including a three-semester internship experience and completion of the Illinois State board of Education’s supervisory training modules. State requirements for the general administrative endorsement include four areas of course work and experience including instructional leadership, management of public schools, schools and public policy, and a clinical experience.

Doctor of Philosophy in Educational Psychology

Course Requirements

Two of the following (6)

EPS 706 – Research in Human Child Development in Educational Settings (3)
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

Department of Literacy and Elementary Education

New Course

Graduate Catalog

CIP Code: 13.9999

LTRE 518. CURRICULUM AND PROGRAM-LEVEL DESIGN IN POSTSECONDARY READING (3). Emphasis on research, policy, and best practices related to curriculum and program-level design and implementation for postsecondary reading.

Department of Special and Early Education

New Courses

Graduate Catalog

CIP Code: 13.1099

SESE 556. METHODS FOR INCLUSION AND COLLABORATION IN THE GENERAL EDUCATION CLASSROOM (3). Presents knowledge and skills to make adaptations for learners with exceptionalities in the general education classroom. Provides an overview of relevant laws and legal issues, evidence-based methods, assistive technologies, collaboration skills, ways of differentiating lessons, and information about disabilities and exceptionalities. Does not count toward degree program in special education. PRQ: Consent of Department.

SEVI 581. STUDENT TEACHING IN ELEMENTARY SPECIAL EDUCATION: VISION IMPAIRMENTS (3-6). This class will provide supervised student teaching of children and adolescents with vision impairment and special needs in diverse cultural and educational settings. All teacher candidates must satisfy the regulations governing student teaching. Candidates will complete a minimum of 3 semester hours at the elementary level. May be repeated up to 6 hours. Completion of all professional education and related course work, PRQ: Completion of all professional education and related course work, or Consent of the department.

SEVI 582. STUDENT TEACHING IN SECONDARY SPECIAL EDUCATION: VISION IMPAIRMENTS (3-6). This class will provide supervised student teaching of children and adolescents with vision impairment and special needs in diverse cultural and educational settings. All teacher candidates must satisfy the regulations governing student teaching. Candidates will complete a minimum of 3 semester hours at the secondary level. May be repeated up to 6 hours. Completion of all professional education and related course work, PRQ: Completion of all professional education and related course work, or Consent of the department.
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

CIP Code: 42.2814

SESE 709. ADVANCED APPLIED BEHAVIOR ANALYSIS AND RESEARCH-BASED INTERVENTIONS FOR INDIVIDUALS WITH AUTISM SPECTRUM DISORDER (3). Advanced principles and methods of behavior analysis with an emphasis on research-based interventions for individuals with autism spectrum disorder. PRQ: SESE 560 or SESE 603; or consent of department.

SESE 710. BEHAVIORAL APPLICATIONS AND CONSULTATION IN SCHOOL AND COMMUNITY SETTINGS (3). Advanced course in principles and methods of behavior analysis with an emphasis on effective implementation of behavioral interventions in applied settings. In addition, the course will focus on effective behavioral consultation and supervision of behavior change agents. PRQ: SESE 560 and SESE 603 and SESE 709; or consent of department.

SESE 711. ETHICS AND PROFESSIONAL BEHAVIOR FOR BEHAVIORAL CONSULTATION IN SPECIAL EDUCATION (3). This course provides an in-depth analysis of the ethical responsibilities required of applied behavior analysts or behavioral consultants in special education, school or community settings. Informed consent, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed. Legal issues addressed by direct service providers will be addressed. Ethical decision-making processes within the context of group functions will be emphasized. PRQ: SESE 560 or SESE 603; or consent of department.

Other Catalog Change

Page 123, 2014-15 Graduate Catalog

Graduate Faculty

The Department of Special and Early Education offers the M.S.Ed. degree in early childhood education and special education. State of Illinois approved programs leading to teacher educator licensure are offered … … and best practice.

Master of Science in Education

Early childhood education
Special education

Students interested in doctoral level studies in special education may elect a cognate in special education while pursuing the doctorate in educational psychology or curriculum and instruction. (See Department of Leadership, Educational Psychology and Foundations.)

Admission

The Department of Special and Early Education … … at a later date.
Applicants must provide at least two letters of recommendation from professors, employers, or supervisors which provide supportive evidence of an applicant’s professional qualifications. Except for applicants for the M.S.Ed. program in special education, applicants may submit MAT scores in lieu of GRE scores. Specific admission requirements for the early childhood and special education programs are described in each respective section.

Decisions about admission to programs in the department are ordinarily made at least once each term. To be assured of consideration, completed applications containing all required data (application forms, official transcripts, GRE or MAT scores, and letters of recommendation) must be received by the Graduate School no later than June 1 for admission for the fall term, November 1 for admission for the spring term, and April 1 for admission for the summer session.

Advisement

A student candidate is assigned an adviser when admitted to a department degree or licensure program and develops a program of study in consultation with the adviser. Candidates are responsible for contacting their adviser to develop a program of study and for responding to the periodic posted notices of deadlines for professional semester applications and schedules for advance registration advisement. Courses with the designator TLRN may be counted toward the major in any of the department’s degree programs with adviser approval.

Each candidate also is assigned a faculty mentor who provides guidance throughout the program.

Retention

Students must remain in good academic standing in the Graduate School, maintain high ethical standards, and demonstrate evidence of functional competency in fulfilling the professional roles required by the discipline. Specific retention requirements for the early childhood and special education programs are described in each respective section.

Doctoral students must pass a candidacy examination which requires an ability to deal with more than individual course content. Satisfactory completion of comprehensive examinations requires analysis, synthesis, and integration of the content within a discipline. Doctoral students must also develop, complete, and defend an acceptable dissertation following the guidelines of the Graduate School and the program in which they are enrolled.

Master of Science in Education in Early Childhood Education

The major in early childhood education … … professional goals. Students pursuing this M.S.Ed. may also choose course work to meet Early Childhood Illinois Type 04 Professional Educator Licensure (PEL) requirements to teach children from birth through grade 3 in Illinois public schools. Students may also elect course work to fulfill special education approval requirements for teaching exceptional children, with disabilities and special needs, birth through age six. Advisers evaluate students’ prior
course work, professional experience, and previous licensures to determine individual programs leading to Type 04 professional educator licensure and/or early childhood special education approval. The student candidate learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

Master of Science in Education in Special Education

Specialization in Advanced Special Education Practices
Specialization in Blind Rehabilitation
Specialization in Early Childhood Special Education
Specialization in Learning Behavior Specialist I
Specialization in Orientation and Mobility
Specialization in Visual Impairments

The M.S.Ed. in special education is designed to serve the needs of both experienced and beginning special education teachers who have baccalaureate degrees or are seeking career changes at the master’s level. In addition, the department offers master’s degree courses at regional sites, information on which can be obtained from the department.

Provisions are made to assist nonlicensed persons who hold baccalaureate degrees in fields other than special education to acquire licensure and an M.S.Ed. in special education. In some cases more than 35 semester hours will be necessary to meet the requirements for both licensure and the master’s degree.

The Specializations in Advanced Special Education Practices and the Specialization in Early Childhood Special Education programs are designed to serve the needs of individuals who have a professional educator license (PEL) with special education endorsement and are seeking to gain additional competencies and/or endorsements. See the individual program descriptions for information about requirements for these programs.

The Specializations in Learning Behavior Specialist I and Visual Impairments are designed to serve the needs of individuals with baccalaureate degrees who wish to obtain an initial Illinois professional educator license (PEL) with K-12 endorsement in special education or with an endorsement in LBS I or Teacher of Students Who Are Blind or Visually Impaired. In some cases additional semester hours will be necessary to meet the requirements for both licensure and the master’s degree.

The Specializations in Blind Rehabilitation and Orientation and Mobility are designed to serve individuals with baccalaureate degrees who wish to obtain national certification as a rehabilitation teacher or orientation and mobility specialist from the Association for Education and Rehabilitation of the Blind and Visually Impaired.
Students **Candidates** seeking licensure must successfully complete the Illinois Licensure Testing System Test of Academic Proficiency prior to admission to the Teacher Education Program in special education and the tests required by their licensure field prior to student teaching. Completion of all program requirements satisfies the requirements for Illinois **educator teacher** licensure with endorsement as a **Learning Behavior Specialist I** or **Teacher of Students Who Are Blind or Visually Impaired**. See also “Educator Licensure Information.”

The student **candidate** learning outcomes for this degree are located at [http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml](http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml)

**Admission**

From among the applicants satisfying the requirements for admission to the Graduate School, the faculty select those most qualified, utilizing the General Test of the GRE and ordinarily requiring a GPA of 3.00 or higher for the last two years of undergraduate work.

Each prospective student **candidate** must have three letters of recommendation from employers, supervisors, or professors and a personal statement describing their reasons for applying to the program and their goals related to special education.

Final decisions regarding admissions are made by the admissions committee of the department on the basis of a total profile of an individual’s qualifications. Applicants who fail to meet these admission criteria may request special consideration from the admissions committee. If the student **candidate** then fails to achieve admission, an appeal may be made to the department’s **Program Coordinator** or the **Department Chair**. Admission, Retention, and Professional Standards Committee

**Deficiency Study/Field Work**

In cases in which students’ backgrounds in their chosen specialty are limited, they may be required to fulfill deficiency requirements established by the department. Deficiency course hours are not counted toward the minimum 36 semester hours of the master’s degree program.

Supervised clinical experiences are required in all areas of special education. Students not seeking initial licensure may not be required to engage in clinical experiences, depending on the area of specialization in which they are enrolled.

**Internship Programs**

The Department of Teaching and Learning currently utilizes internship programs in some areas of special education. All internship placements are arranged and supervised by the department. For further information and internship possibilities, see course descriptions.

**Retention**
To be retained in the M.S.Ed. program, a student candidate must demonstrate acquisition and application of specific competencies, through practical experiences, that are requisite in the student’s candidate’s specialization.

Students Candidates must earn a B or better in the course work listed in the Graduate Catalog required for the specialization in order to take the comprehensive evaluation and/or enroll in the graduate practicum. Students Candidates receiving lower than a B in any of these professional courses must retake the course. In concert with the university policy, students candidates may retake a course only once. If this required grade is not achieved on the second attempt, the student candidate may be dropped from the program.

Candidates in the LBS I and Visual Impairments specializations must pass the Illinois State Board of Education (ISBE) content area test and General Education Curriculum test before enrolling in student teaching or internship courses. Candidates in the LBS I specialization take the Learning Behavior Specialist I content test and candidates in the Visual Impairment emphasis take the content test on Teacher of Students Who Are Blind or Visually Impaired. Candidates in other specializations or who are seeking endorsement also may be required to complete content area tests before enrolling in student teaching or internship courses. The graduate advising staff will assist candidates in identifying required tests for each area of specialization. Advising staff track course grades at the end of each semester and verify passing scores on the content area and general education curriculum test prior to student teaching. In addition to meeting all Graduate School and College of Education standards for retention, students must meet the Council for Exceptional Children Code of Ethics and Standards for Professional Practice for Special Educators. All other rules regarding academic regulations follow those described by the Graduate School.

Advisement

A student candidate is assigned an a graduate adviser when admitted to the program. The adviser is a faculty member in special education. The candidate also is assigned to a faculty mentor. Courses of study are developed for each student candidate in consultation with the graduate adviser. Advising staff track course grades at the end of each semester and verify passing scores on the content area and general education curriculum test prior to student teaching. Students are required to take the comprehensive examination. It is always the responsibility of the student candidate to be aware of university policies and regulations affecting his or her program. Students Candidates should, therefore, familiarize themselves with the Graduate Catalog early in the program.

Requirements

Each student candidate must select a specialization. Each specialization requires a minimum of 35 36 semester hours of study which must include a research course approved by the adviser. Specific courses required for each specialization are listed below. Elective courses are selected with the approval of the student’s candidate’s adviser. A student candidate wishing to write a thesis may, with the approval of the adviser, include 3-6 semester hours of credit in SESE 699 in the elective portion of the program.
For a student candidate whose undergraduate major was in special education, course work in other appropriate fields may be substituted for a portion of the special education course work, with the approval of the student’s candidate’s adviser. However, in all cases, at least 50 percent of the semester hours required for the degree must be in special education. For students candidate’s whose undergraduate major was not in special education or who have limited background in their chosen specialization, deficiency requirements may be established by the department. Deficiency course hours will not be counted toward the minimum 35 semester hours of the master’s degree program.

All M.S.Ed. program candidates are required to pass a comprehensive examination. Information about this exam will be provided by the graduate advisor and faculty mentor.

Candidates must pass the Safety Tutorial and Mandated Reporter training prior to the first early field experience. Additionally, candidates must pass the Illinois Assessment of Professional Teaching test (APT) and Teacher Performance Assessment (edTPA) prior to receiving an initial professional educator license with endorsement in Teacher of Students Who Are Blind or Visually Impaired or Learning Behavior Specialist I. The edTPA is completed during student teaching.

Field Work
In cases in which candidates’ backgrounds in their chosen specialties are limited, they may be required to fulfill deficiency requirements established by the department. Deficiency course hours are not counted toward the minimum semester hours of the master’s degree program.

The LBS I endorsement is a cross-categorical endorsement that encompasses all categories of disability from kindergarten through high school. As a result, early clinical experiences and student teaching practicum involve working with students with mild-moderate disabilities in both elementary and secondary settings. Student teaching in the LBS I endorsement, SESE 609 and SESE 610, consists of two eight-week (Monday - Friday) full-day placements, one at the elementary level and one at the secondary level. Candidates fulfill various instructional and assessment responsibilities as well as completion of the edTPA during student teaching practicum. These placements range from full-inclusion classrooms to residential schools and serve a diverse student population in urban, rural, and suburban settings. Candidates who seek to add the LBS I endorsement to an existing teacher educator license may have some early clinical and student teaching requirements waived. This will be determined by the candidate’s graduate advisor and faculty mentor.

Internship Programs
The Department of Special and Early Education currently utilizes internship programs in some areas of special education. All internship placements are arranged and supervised by the department. For further information and internship possibilities, see course descriptions.

Specialization in Orientation and Mobility
Specialization in Visual Impairments
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

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Doctoral Cognate in Special Education

Individuals interested in doctoral level studies in special education may elect a cognate in special education while pursuing the doctorate in educational psychology or curriculum and instruction. (See Department of Leadership, Educational Psychology and Foundations.)

Other Catalog Change Page 124, 2014-15 Grad Catalog

Master of Science in Education in Early Childhood Education

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Requirements

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Non-Thesis Option

One graduate-level course in research approved by adviser (3)

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SEEC 521 - Educational Diagnosis and Assessment of Young Children with Special Needs (3), OR SESE 523 - Observation and Assessment in Early Childhood Special Education (3), OR SESE 557 – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

SEEC 535 - Family and School Partnerships for Academic Success (3)

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Other Catalog Change Page 125, 2014-15 Graduate Catalog

Specialization in Advanced Special Education Practices

This specialization focuses on study to strengthen the professional development of licensed special education teachers. Students enrolled in this M.S.Ed. program may incorporate requirements for one or more Learning Behavior Specialist II or Director of Special Education special education licenses of graduate study in their programs of study.

SESE 592 – Seminar in Special Education (3)
SESE 593 - Collaboration in Advanced Special Education Practices (3)
SESE 792 – Seminar: Single Case Research Methodologies and Evidence-based Practices in Special Education (3)

Research course approved by adviser (3)
Foundations course approved by adviser (3)
Course work in the major (12-15)
Additional course work approved by adviser (12-15)
Successful completion of a comprehensive examination The comprehensive examination is conducted in conjunction with the completion and presentation of project in SESE 593 792
Specialization in Blind Rehabilitation
This specialization prepares students candidates to instruct individuals with visual impairments in independent living skills and to obtain national licensure as rehabilitation teachers from the Association for Education and Rehabilitation of the Blind and Visually Impaired.

SEVI 585B – Internship in Rehabilitation Teaching of Persons with Visual Impairments (9) (6)
SEVI 580B – Practicum in Rehabilitation Teaching for Persons with Visual Impairments (3)
Candidates also may be required to complete prerequisite courses prior to enrolling in specific graduate courses.

Specialization in Early Childhood Special Education
This specialization prepares students candidates to obtain early childhood special education approval to teach young children with special needs in early childhood (birth to 6 years) (ages 3-6) settings. Students Candidates must hold or obtain a Standard Special License in special education or an Early Childhood License professional educator license with endorsement in special education or early childhood education in order to apply for early childhood special education approval. This specialization also prepares students to apply for an early intervention credential to work with infants and toddlers with special needs. Students Candidates who wish to obtain one of these licenses endorsements in addition to the M.S.Ed. with a specialization in early childhood special education must complete course work required for the type of license endorsement desired. This course work will be identified through advisement.

This specialization also may prepare candidates to apply for an early intervention credential to work with infants and toddlers with special needs and their families. Information about this credential and requirements will be provided through advisement. Required courses in this specialization are:

SESE 587N - Practicum in Early Childhood Special Education (3) (3-6)
SESE 792 – Seminar: Single Case Methodologies and Evidence-based practices in Special Education (3)
Elective course work with adviser’s approval (15-18)

Specialization in Learning Behavior Specialist I
This specialization prepares students candidates to obtain learning behavior specialist I teacher certification an initial Illinois professional educator license the cross-categorical Learning Behavior Specialist I endorsement. Candidates who successfully complete the program requirements will have
completed all required ISBE and CAEP standards for professional educator license and special education endorsement in Learning Behavior Specialist I. This includes completing the Safety Tutorial prior to the first early clinical course, passing the Learning Behavior Specialist I content test and the General Education Curriculum test prior to student teaching, completion of the Teacher Performance Assessment (edTPA) during student teaching, and passing the Illinois Assessment of Professional Teaching Test (APT), which may be completed after student teaching.

Candidates who already have a professional educator license may have courses and program requirements waived based on prior course work and experience. This will be determined by the candidate’s graduate advisor and faculty liaison. A minimum of 36 hours of graduate course work is required for the master’s degree. Required courses for this specialization include:

- SESE 512 – Methods for Teaching Students with Learning Disabilities (3)
- SESE 513 – Methods for Teaching Elementary Students with High-Incidence Disabilities (3)
- SESE 514 – Methods for Teaching Secondary Students with High-Incidence Disabilities (3)
- SESE 540 - Foundations of Special Education (3)
- SESE 547 – Issues and Trends in Special Education (3)
- SESE 552 – Assistive Technology/Multiple Disabilities (3)
- SESE 559 - Transition Planning and Vocational Programming for Students with Disabilities (3)
- SESE 560 – Functional Analysis for Special Educators (3)
- SESE 561 – Methods for Teaching Individuals with Developmental Disabilities (3)
- SESE 563 – Methods for Teaching Students with Emotional Disturbance (3)
- SESE 565 – Collaboration and Consultation Skills for School Professionals (3)
- SESE 5851 - Initial Field Experience in Special Education (1-3)
- SESE 587A1 – Elementary or Secondary Practicum: Learning Behavior Specialist I (6)
- SESE 600 – Introduction to Instructional Planning, Teacher Performance Assessment, and Assistive Technology (2)
- SESE 601 - Methods for Teaching Elementary Students with High-Incidence Disabilities: Students with Mild Disabilities (4)
- SESE 602 - Methods for Teaching Middle and Secondary Students with High-Incidence Mild Disabilities (3)
- SESE 603 - Functional Analysis for Special Educators (3)
- SESE 604 - Assistive Technology and Methods for Teaching Individuals with Autism and Developmental Disabilities (4)
- SESE 605 – Consultation, Collaboration, and Communication Skills for Special Educators (3)
- SESE 606 – Methods for Teaching Students with Emotional/Behavioral Disorders/Disruptive (3)
- SESE 607 – Seminar: Pre-Student Teaching and EdTPA Preparation/Special Education Capstone/Pre-Student Teaching Seminar (1)
- SESE 6081 - Field Experience in Special Education: Learning Behavior Specialist I (2-6)
- SESE 609 – Elementary Practicum: Learning Behavior Specialist I (3)
- SESE 610 – Secondary Practicum: Learning Behavior Specialist I (3)
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

ETR 534 - Dynamic Assessment for Students with High-incidence Disabilities (3)
In addition, individuals not currently holding a professional educator licensure license (PEL) from in the State of Illinois must include the following (see adviser for course selection) courses required by the State for the professional educator licensure (PEL). Your program advisor will have a list of the requirements and courses needed:

One course in educational foundations (3)
One Course in child development (3)

¹Not required for students who have an Illinois Type 10 … … professional experience.

Specialization in Orientation and Mobility
This specialization prepares students candidates to instruct individuals with visual impairments in the concepts and skills related to independent travel, and to obtain national certification as orientation and mobility specialists from the Association for Education and Rehabilitation of the Blind and Visually Impaired. Candidates may combine this specialization with the specialization for Blind Rehabilitation and/or Visual Impairments.

SEVI 570 - Advanced Orientation and Mobility (6)
SEVI 571 – Principles of Orientation and Mobility Techniques for Learners with Visual and Multiple Impairments (3)
SEVI 585C - Internship in Orientation and Mobility Instruction of Persons with Visual Impairments (9)

Specialization in Visual Impairments
This specialization prepares students to obtain licensure to teach individuals who are classified as visually impaired. This specialization prepares candidates to obtain an Illinois teacher license with endorsement in vision impairments. Candidates may combine this specialization with the specialization for Orientation and Mobility and/or Blind Rehabilitation. Candidates who successfully complete the program requirements will have completed all required ISBE and CAEP standards for teacher license and special education endorsement in Visual Impairments. Candidates who already have a teacher educator license may have courses and program requirements waived based on prior coursework and experience. This will be determined by the candidate’s graduate advisor and faculty liaison.

SEVI 500 - Education of Students with Visual Impairments (3)
SEVI 510 – Anatomy, Pathology, and Functioning of the Eye (3)
SEVI 520 - Literary Braille (3)
SEVI 541 - Instructional Systems for Utilization of Low Vision (3)
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

SEVI 581 – Student Teaching in Elementary Special Education: Vision Impairments (3-6)
SEVI 582 – Student Teaching in Secondary Special Education: Vision Impairments (3-6)
SEVI 585A – Student Teaching in Special Education: Vision Impairments (9).
Elective course work with adviser’s approval
Candidates also may be required to complete prerequisite courses prior to enrolling in specific graduate courses.

Certificates of Graduate Study
Special Education Certificates of Graduate Study
The special education … … for Illinois Learning Behavior Specialist II certification as an assistive technology specialist, a behavior intervention specialist, a curriculum adaptation specialist, or a multiple disabilities specialist.

Elective courses approved by the advisor and faculty mentor may be substituted for students who have completed a course or its equivalent.

Behavior Analyst (18)
This certificate is designed for education and other professionals seeking the knowledge to apply the science of learning to the solution of problems of social significance. This sequence meets the course work requirements for eligibility to take the Board Certified Behavior Analyst Examination.
SESE 554 – Applied Behavior Analysis and Positive Behavior Support in School and Community Settings (3)
SESE 603 – Functional Analysis and Behavioral Assessment for Special Educators (3)
SESE 702 – Single-Case Research Methodologies and Research-Based Practices in Special Education (3)
SESE 709 – Advanced Applied Behavior Analysis and Research-Based Interventions for Individuals with Autism Spectrum Disorder (3)
SESE 710 – Behavioral Applications and Consultation in School and Community Settings (3)
SESE 711 - Ethics and Professional Behavior for Behavioral Consultation in Special Education Analyst in School and Community Settings (3)
SESE 792 – Seminar: Single-Case Research Methodologies and Evidence-Based Practices in Special Education (3)

Behavior Intervention Specialist (18)
This certificate is designed for educators seeking additional competencies in behavioral assessment, positive behavioral support, and crisis management.
SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs (3)
SESE 560 - Functional Analysis for Special Educators (3)
SESE 578 - Issues and Trends in Teaching Students with Emotional and Behavioral Disorders (3)
SESE 592 – Seminar in Special Education (3)
SESE 593 - Collaboration in Advanced Special Education Practices (3)
SESE 603 – Functional Analysis for Special Educators (3)
SESE 792 – Seminar: Single-Case Research Methodologies and Evidence-based Practices in Special Education (3)
SESE 796 - Laboratory Field Studies in Special Education (3)

Elective courses approved by the advisor and faculty mentor may be substituted for students who have completed a course or its equivalent.

Certificates of Graduate Study

Special Education Certificates of Graduate Study

Licensure and Endorsement at the Graduate Level
The M.S.Ed. program in early childhood education birth through age six

Middle grades endorsement for further information.

See “Educator Licensure Information.”

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY

Department of Technology

Course Revision 2014-15 Graduate Catalog
537. FUNDAMENTALS OF INDUSTRIAL HYGIENE (3). Application of principles of industrial (or occupational) hygiene for the safety specialist, whose role has been greatly expanded by recent federal legislation and current industry practices. Emphasis on recognition and evaluation of stress-producing conditions in the workplace including chemical exposure, noise, ventilation, temperature, radiation, lighting, and their effect on human performance and productivity. PRQ: CHEM 110, CHEM 111, MATH 155 with a C or better, TECH 231, and TECH 434 or consent of department.

Course Revision 2014-15 Graduate Catalog

538. SAFETY IN TRANSPORTATION SYSTEMS (3). Status of, and rationale for, improvements in safety practices and legislation for the commercial carriers (rail, pipeline, highway, water, and air transportation). Each student investigates one system in depth. PRQ: Consent of department.

Course Revision 2014-15 Graduate Catalog

638. RISK MANAGEMENT (3). Analysis of risk … … contribute to loss. Topics include process management, systems analysis, insurance, and the on-site risk management of various loss-producing incidents. Risk identification, risk assessment, and risk handling techniques to manage various loss-producing incidents and insurance functions. PRQ: TECH 485, TECH 536, and TECH 582 or consent of department.

Other Catalog Change 2014-15 Graduate Catalog

Master of Science in Industrial Management

Admission to the graduate program in industrial management requires a baccalaureate degree in engineering, technology, or industrial education. Consideration may also be given to applicants with degrees in related areas who have appropriate industrial experience. The department requires competencies in trigonometry/pre-calculus and statistics completed during undergraduate studies; deficiencies in these requirements must be satisfied prior to admission. Students should review the admission and graduate degree requirements in this catalog. Admission decisions are normally made within three weeks of receipt of the completed application.

A student pursuing the M.S. in industrial management must complete……

Requirements (30)
All of the following (12)
TECH 500 – Research in Industry and Technology (3)
TECH 535 – Legal Aspects of Safety (3)
TECH 562 – Industrial Systems Management (3)
TECH 638 – Risk Management (3)
TECH 694 – Industrial Project Management (3)

Certificates of Graduate Study

Traffic Safety Education (15-16)
This certificate is designed to meet...........

- TECH 539 – Advanced Traffic Safety Education Practices (3)
- **TECH 622** – Driving Task Analysis (3)
- TECH 633 – Practicum in Traffic Safety Education (3)
- TECH 635 – Seminar in Safety (6) (3)
- TECH 636 – Principles of Traffic Safety Education (3)
- One of the Following (3-4)
  - TECH 532 – Disaster Preparedness (3)
  - TECH 637 – Systems Analysis in Safety (4)

COLLEGE OF HEALTH AND HUMAN SCIENCES

New Course Page 154, Graduate Catalog

CIP CODE: 51.0718

568. LEADERSHIP IN AGING SERVICES (3). Study of the administration of aging services emphasizing non-clinical leadership roles and personnel management. Focus on provision and oversight of quality services along the delivery continuum. Management and leadership topics, including personnel policy, pertinent to institutional and community needs. PRQ: UHHS 565 or consent of school

Certificates of Graduate Study

Gerontology (18)

Primary Content Area (9-15)

- **IDSP UHHS** 565 - Issues in Gerontology (3)

Additional Requirements (9)

Leadership in Aging Services (18)
This interdisciplinary certificate prepares students for leadership positions within the senior housing and healthcare industry, including long term care administration. With satisfactory completion of undergraduate course work in accounting and these courses related to laws and regulations concerning long term care, the aging process, and administrative and financial aspects of operation, students meet course work requirements for the examination required to be licensed as a Nursing Home Administration in Illinois. A student wishing to pursue this certificate must apply to the College of Health and Human Sciences.

**Primary Content Area (12)**
- PHHE 533 - Principles of Long-Term Care Administration (3)
- PHHE 653 - Financial Decision Making for Health Services Managers (3)
- UHHS 565 - Issues in Gerontology (3)
- UHHS 568 - Leadership in Aging Services (3)

**Additional Requirements (6)**
- FCNS 586 - Aging and the Family (3)
- PHHE 510 - Death Education (3)
- UHHS 567 - Fieldwork in Gerontology (3)

**New Course**

**School of Allied Health and Communicative Disorders**

Page 161, 2014-15 Graduate Catalog

**CIP Code: 51.0202**

AUD 780. MEDICAL AUDIOLOGY (3). Study of audiological assessment and habilitation/rehabilitation of hearing loss arising from medical and environmental etiologies. Focus on the most common causes and medical treatments across the lifespan. PRQ. Admission to the Au.D. program, or consent of school.

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**CIP CODE:13.1012**

COMD 608. SPEECH-LANGUAGE PATHOLOGIST’S ROLE IN DEVELOPING READING AND WRITING SKILLS IN EXCEPTIONAL CHILDREN (3). Evidence-based practices used to remediate language based reading/writing disorders in speech-language pathology. Including theoretical principles underlying reading methods and reading content for exceptional children. Focus on methods of differentiated instruction, diversity of individualized patterns of development across exceptional children, foundational skills and environmental supports necessary for language based reading/writing competency. PRQ: Consent of school.

Page 163, 2014-15 Graduate Catalog
AHPT 603. PSYCHOSOCIAL ASPECTS OF PHYSICAL THERAPY (3). Impact of chronic illness and physical disability on individuals, families, and society. Relationship between the attitudes and values of society, persons with disabilities and their families, and health care professionals on outcomes of physical therapy interventions. Strategies for delivering care in a culturally competent manner are discussed. PRQ: Consent of school.

AHPT 799. APPLIED RESEARCH METHODS IN PHYSICAL THERAPY II (3). Continued implementation of a clinical research project under faculty guidance. Opportunities for exploration into specific areas of interest and integration of evidence-based practice concepts. Integration of research principles culminating in the completion of a scholarly paper and oral presentation under faculty guidance. PRQ: AHPT 709 and consent of school.

AHPT 608. PHYSICAL THERAPY RESEARCH I: EVIDENCE-BASED PRACTICE (2). … …

AHPT 609. RESEARCH METHODS IN PHYSICAL THERAPY RESEARCH II (3). Application of research concepts in the design of a clinical research study. PRQ: Consent of school.

AHPT 620. CLINICAL EXPERIENCE I (1). Introduction to the roles and responsibilities of healthcare professionals in various settings across the continuum of healthcare, including the process of clinical education. S/U grading. PRQ: Consent of school.


AHPT 709. PHYSICAL THERAPY APPLIED RESEARCH METHODS IN PHYSICAL THERAPY III (2). Continued development and implementation of a clinical research project under faculty guidance. Opportunities for exploration into specific areas of interest and integration of evidence-based practice concepts. Application of research concepts in the design of a clinical research study. PRQ: Consent of school.
AHRC 605X. COUNSELING SKILLS AND STRATEGIES (3). Crosslisted as CAHC 525. Clinical preparation … … and techniques. PRQ: Admission to rehabilitation counseling graduate program, or admission to master’s program in counseling, or consent of school.

AHRC 660. FOUNDATIONS OF VOCATIONAL REHABILITATION AND INDEPENDENT LIVING (3). An Introduction to Historical and legislative development of vocational rehabilitation counseling, including philosophical foundations, historical development, organization, professional roles and responsibilities, and current issues, and independent living services are described, with emphasis on the provision of rehabilitative and independent living services for people with disabilities.

AHRC 683. PSYCHOLOGICAL AND VOCATIONAL ASSESSMENT WITH REHABILITATION POPULATIONS (3). Application of basic principles of standardized testing and evaluation to serving rehabilitation agency clients. Focus on issues related to assessment of persons with all disabilities. Emphasis on unique problems of selecting, administering, norming, and integrating test results for people who are deaf and hard of hearing. PRQ: AHRC 628 or consent of school.

AHRC 686. PRACTICUM: REHABILITATION COUNSELING (1-3).
A. Rehabilitation Counseling
B. Deafness Rehabilitation Counseling
Observation, discussion, and practice of clinical procedures employed in rehabilitation counseling with persons with disabilities. All students involved in an on-campus practicum in deafness rehabilitation counseling must enroll in this course. May be repeated, with faculty adviser consent, to a maximum of 8 semester hours. PRQ: Admission to the rehabilitation counseling graduate program or consent of school.

AHRC 690. ADVANCED PRACTICUM: REHABILITATION COUNSELING (3).
A. Rehabilitation Counseling. PRQ: AHRC 686A and consent of school.
B. Deafness Rehabilitation Counseling. PRQ: AHRC 686B and consent of school.
Supervised practicum in rehabilitation counseling in external settings that include vocational rehabilitation programs and related agencies serving persons with disabilities. May be repeated to a maximum of 6 semester hours. PRQ: Admission to the rehabilitation counseling graduate program and AHRC 686, or consent of school.

AHRC 694. INTERNSHIP: REHABILITATION COUNSELING (1-12).
A. Rehabilitation Counseling. PRQ: AHRC 690A and consent of school.
B. Deafness Rehabilitation Counseling. PRQ: AHRC 690B and consent of school.
Clinical experience … … semester hours. PRQ: Admission to rehabilitation counseling graduate program and AHRC 690, or consent of school.

AHRC 777. SEMINAR: REHABILITATION COUNSELING (3).
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

A. Rehabilitation Counseling
B. Deafness Rehabilitation Counseling
Selected topics … … disorders. PRQ: Consent of school.

Course Revision

AHRC 682. COUNSELING THEORIES AND TECHNIQUES OF COUNSELING WITH PEOPLE WITH DISABILITIES (3). Overview and application of the major basic counseling theories in rehabilitation counseling practice to the unique problems of serving persons with disabilities, with emphasis on communicative and related experiential challenges presented by people who are deaf and hard of hearing. Emphasis on personal, family, group, educational, and vocational rehabilitation counseling as well as basic elements of program development. PRQ: CAHC 525 or AHRC 605X or consent of school.

Other Catalog Change

Master of Arts in Communicative Disorders
↓ Special Clinical/Practicum Requirements
To be engaged in … …. and MMR titers, absence of active tuberculosis, a flu shot, and absence of a prior criminal record verified by a criminal background check are required. Graduate students must demonstrate be in compliance with all of the above requirements prior to initiating each clinical assignments. … …

Other Catalog Change

Master of Arts in Communicative Disorders
↓ Specialization in Rehabilitation Counseling
↓ Course Requirements
… … Students who wish to add a focus on deafness to augment the rehabilitation counseling specialization may complete AHRS 101, American Sign Language I, AHRS 102, American Sign Language II, and a basic course in audiometric methods.

↓ AHRC 686A - Practicum: Rehabilitation Counseling (1-8),
OR AHRC 686B - Practicum: Deafness Rehabilitation Counseling (1-8)
AHRC 690A - Advanced Practicum: Rehabilitation Counseling (6),
OR AHRC 690B - Advanced Practicum: Deafness Rehabilitation Counseling (6)
AHRC 694A - Internship: Rehabilitation Counseling (12),
OR AHRC 694B - Internship: Deafness Rehabilitation Counseling (12)
AHRC 777A - Seminar: Rehabilitation Counseling (3),
OR AHRC 777B – Seminar: Deafness Rehabilitation Counseling (3)

Other Catalog Change

Specialization in Rehabilitation Counseling↓
Course Requirements
↓
CAHC 540 – Group Counseling Theories and Procedures (3)
AHCD 600 – Introduction to Research in Communicative Disorders (3),
OR UHHS – 560 Introduction to Research in Health and Human Sciences (3),
OR ETR - 520 Introduction to Research Methods in Education (3)
↓
AHRC 660 – Foundations of Vocational Rehabilitation and Independent Living (3)
↓
AHRC 682 - Counseling Theories and Techniques Theories and Techniques of Counseling with People with Disabilities (3)

Other Catalog Change

Doctor of Audiology
↓
Requirements
↓
AUD 680 - Evaluation and Treatment for Balance Disorders (3)
↓
AUD 779 - Advanced Electrophysiologic Assessment of the Auditory System (3)
AUD 780 - Medical Audiology (3)

Other Catalog Change

Doctor of Audiology
↓
Requirements
↓
Special Clinical/Practicum Requirements
To be engaged in any clinical practicum experience, evidence of professional liability insurance, child and adult CPR certification, completion of the Varicella, Hepatitis B, and MMR titers, absence of active tuberculosis, a flu shot, and a negative criminal background check are required.

Other Catalog Change

Doctor of Physical Therapy
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

Transitional D.P.T. (t-DPT)

Upon successful completion of AHPT 608, … AHPT 798, AHRC 628, AHPT 603 and BIOS 546.

Upon successful completion of AHPT 608, AHPT 611, AHPT 616, AHPT 618, AHPT 652, AHPT 657, AHPT 702, AHPT 703, AHPT 710, AHPT 730, AHPT 744, and UHHS 560 the t-DPT students holding the B.S. in PT credential will receive a waiver of 82 semester hours of credit in AHPT 602, AHPT 609, AHPT 610, AHPT 612, AHPT 613, AHPT 614, AHPT 615, AHPT 617, AHPT 620, AHPT 621, AHPT 622, AHPT 636, AHPT 637, AHPT 639, AHPT 641, AHPT 642, AHPT 651, AHPT 660, AHPT 700, AHPT 701, AHPT 709, AHPT 760, AHPT 761, AHPT 798, AHRC 628, AHPT 603, and BIOS 546.

Admission to the t-DPT

Program Requirements

Students must complete a minimum of 106 semester hours that include the following:

- AHRC 628: Medical and Psychosocial Aspects of Disability (4)
- AHPT 603: Psychosocial Aspects of Physical Therapy (3)

Admission to the t-DPT

Applications for admission to the t-DPT will be accepted throughout the year. Applicants must meet the following admission requirements:

- Current licensure as a Physical Therapist in the United States and graduation from a CAPTE accredited program

A bachelor’s or master’s degree in physical therapy with a minimum cumulative GPA of 2.75 on a 4.00 scale

Program Requirements

- AHPT 602: Communication and Educational Skills for Physical Therapists (3)
- AHPT 608: Physical Therapy Research I: Evidence-Based Practice (2)
- AHPT 609: Physical Therapy Research II Research Methods in Physical Therapy (3)
- AHPT 610: Foundations of Physical Therapy I (3)
- AHPT 611: Foundations of Physical Therapy II (3)
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog  

AHPT 612 – Foundations of Physical Therapy III (3)  
AHPT 613 – Foundations of Physical Therapy IV (4)  
AHPT 614 – Foundations of Physical Therapy V (3)  
AHPT 615 – Neurological Basis of Human Movement (3)  
AHPT 616 – Motor Development for Physical Therapists (3)  
AHPT 617 – Pathology for Physical Therapists (3)  
AHPT 618 – Pharmacology for Physical Therapists (2)  
AHPT 620 – Clinical Experience I (1)  
AHPT 621 – Clinical Experience II (1)  
AHPT 622 – Clinical Experience III (4)  
AHPT 636 – Physical Therapy Management of Individuals with Acute Medical Problems (3)  
AHPT 637 – Cardiopulmonary Physical Therapy (3)  
AHPT 639 – Evaluation and Treatment of Musculoskeletal Disorders (4)  
AHPT 641 – Physical Therapy Management of Complex Musculoskeletal Disorders (4)  
AHPT 642 – Medical Issues in Musculoskeletal Physical Therapy (3)  
AHPT 651 – Medical Issues in Neurological Physical Therapy (2)  
AHPT 652 – Neurological Rehabilitation (6)  
AHPT 657 – Pediatric Physical Therapy (2)  
AHPT 660 – Clinical Experience IV (4)  
AHPT 700 – Physical Therapy Administration (3)  
AHPT 701 – Professional Roles in Physical Therapy (1)  
AHPT 702 – Physical Therapy Management of Complex Patients I (2)  
AHPT 703 – Physical Therapy Management of Complex Patients II (2)  
AHPT 709 – Physical Therapy Research III \underline{\textbf{Foundational Research Methods in Physical Therapy I}} (2)  
AHPT 710 – Practice Issues in Physical Therapy (2)  
AHPT 730 – Diagnostic Imaging for Physical Therapists (3)  
AHPT 744 – Independent Study in Physical Therapy (2)  
AHPT 760 – Clinical Experience V (6)  
AHPT 761 – Clinical Experience VI (6)  
AHPT 798 – Comprehensive Examination in Physical Therapy (1)  
AHPT 799 \underline{\textbf{– Applied Research Methods in Physical Therapy II}} (2)  
AHRC 628 – Medical and Psychosocial Aspects of Disability (4)  
BIOS 546 – Gross Human Anatomy (6)  
UHHS 560 – Introduction to Research in Health and Human Sciences (3)  

\underline{\textbf{FOOTNOTES}}  
1Requirements can be met through course waiver for M.P.T. and B.S.-PT students.  
2Requirements can be met through course waiver for M.P.T. students.  
3Required only for B.S.-PT and M.P.T. students.  
4Required only for B.S.-PT students.
Concentration in Biochemistry and Biophysics

↓
Biochemistry and Biophysics Courses
↓
FCNS 611 – Maternal and Child Nutrition (3),
OR FCNS 612 - Geriatric Nutrition (3),
OR FCNS 613 – Advanced Sports Nutrition and Physical Activity (3)
↓

Course Revision
Page 172, 2014-15 Graduate Catalog

613. **ADVANCED SPORTS NUTRITION AND PHYSICAL ACTIVITY** (3). Theoretical This course examines the metabolic and physiological basis for the interaction of linking diet and physical activity for the improvement and/or maintenance of health and physical macronutrient and micronutrient recommendations for supporting and improving sports performance. PRQ: Nutrition and dietetics graduate student or consent of school.

Requirements
Page 169, 2014-15 Graduate Catalog

↓
FCNS 619 -Internship: Community Nutrition (8)(5)

Requirements
Page 170, 2014-15 Graduate Catalog

Master of Science in Nutrition and Dietetics

↓
Requirements
↓
One of the following 93)
FCNS 613 – Advanced Sports Nutrition and Physical Activity (3)

Certificates of Graduate Study
Eating Disorders and Obesity
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

FCNS 602 - Issues in Eating Disorders and Obesity (3)
Course work from the following (9)

FCNS 637 - The Child in the Family (3)
FCNS 650 - Workshop in Family, Consumer, and Nutrition Sciences (1-3)
FCNS 674 - Clothing and Human Behavior (3)

FCNS 701 - Problems in Family, Consumer, and Nutrition Sciences (3)
FCNS 702 – Biopsychosocial Approaches for Eating Disorders and Obesity (3)
FCNS 705 – Introduction to Medical Family Therapy and Counseling (3)

School of Nursing and Health Studies

All University Sections

The Graduate School

Other Catalog Change Page 10, 2014-15 Graduate Catalog

School of Nursing and Health Studies

Master of Science (M.S.) in Nursing
Nursing
with specializations in
Adult-Gerontology Clinical Nurse Specialist
Adult-Gerontology Primary Care Nurse Practitioner
Family Nurse Practitioner
Nursing Education

General Regulations

Other Catalog Change Page 27, 2014-15 Graduate Catalog

Dual Credit for Graduate Course Work

Any other student … … degree programs. Exceptions to this limit will be allowed for students who have permission for simultaneous pursuit of the M.P.H. and M.S. program in nursing, who may apply a specified 15 semester hours for credit in those two degree programs, and students enrolled in the Ph.D. in economics ….

Requirements for Graduate Degrees
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

Other Catalog Change Page 31, 2014-15 Graduate Catalog

Student-at-Large, Study-Abroad, and Transfer Credit

In the Department of Accountancy, … … the master’s degree. For the master’s degree in Nursing no more than 9 semester hours earned from courses taken as a student at-large and no more than 6 semester hours of transfer credit may be applied to the master’s degree.

University Services

Other Catalog Change Page 53, 2014-15 Graduate Catalog

Regional Programs

College of Health and Human Sciences: M.P.H. and M.S. in nursing

School of Nursing and Health Studies sections

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3818

NURS 601. TRANSITION TO MASTER’S LEVEL NURSING (2). Enhancement of knowledge and skills necessary for successful development of the advanced nursing practice roles. Focus on skilled communication, including written, verbal and non-verbal language; and development of advanced critical thinking skills. PRQ: Admission to M.S. nursing program or consent of school.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.38

NURS 602. ADVANCED PATHOPHYSIOLOGY ACROSS THE LIFESPAN (3). Underlying physiologic and pathophysiologic principles common to disease processes across the lifespan. Integration of current evidence and technologies from nursing and other disciplines. CRQ: NURS 601 or consent of school.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3899

NURS 603. NURSING EDUCATION PRACTICUM: DIRECT CARE (2). Experience in an identified area of nursing practice with opportunities to integrate advanced knowledge and skills through a guided, multi-disciplinary, scholarly project to address a clinically-based issue or question.
Refinement of clinical expertise in selected area. Expansion of the role of educator in professional nursing practice. CRQ: NURS 621 and consent of school.

New Course
CIP Code: 51.3899

NURS 605. ADVANCED PHARMACOLOGY ACROSS THE LIFESPAN (3). Principles of pharmacology for diverse populations across the lifespan. Emphasis on using clinical reasoning to analyze the processes of medications in managing patient health. Guidelines and procedures for prescribing and monitoring pharmacologic regimens used to treat common conditions. Comprehensive patient education related to all pharmacologic agents. Selected clinical experiences. PRQ: NURS 602 or consent of school.

New Course
CIP Code: 51.3818

NURS 606. ADVANCED PHYSICAL ASSESSMENT ACROSS THE LIFESPAN (2). Expansion of undergraduate level knowledge of physical assessment and health history. Emphasis on comprehensive physical, psychosocial, and cultural assessments across the lifespan. PRQ: NURS 602 or consent of school. CRQ: NURS 607 or consent of school.

New Course
CIP Code: 51.3818

NURS 607. LAB: ADVANCED PHYSICAL ASSESSMENT ACROSS THE LIFESPAN (1). Simulated and practice experiences in physical assessment and obtaining health histories for the development of advanced skill in physical, psychosocial, and cultural assessment across the lifespan. CRQ: NURS 606 or consent of school.

New Course
CIP Code: 51.3818

NURS 608. DIAGNOSTIC REASONING (2). Builds on knowledge base of history taking and physical examination to develop a systematic approach to assessing common complaints in patients across the lifespan. Emphasis on cognitive principles and clinical reasoning strategies that are required to combine and synthesize patient data into differential diagnosis, identify the benefits and risks of tests and treatments, and formulate plans for patient management. CRQ: NURS 606 or consent of school.
NURS 621. FOUNDATIONS IN NURSING EDUCATION I (3). Exploration of the philosophical and theoretical foundations of nursing education emphasizing nurse educator role formation. Analysis of legal, ethical, cultural, and sociopolitical factors affecting nursing education. Course development and teaching strategies in various settings. PRQ: NURS 604 and NURS 606 and NURS 607 and NURS 701 and NURS 704 or consent of school. CRQ: NURS 605 and NURS 706; or consent of school.


NURS 633. NURSING EDUCATION PRACTICUM: CLINICAL SETTING (2). Plan, implement, and evaluate the delivery of nursing education content in the clinical academic setting utilizing multiple delivery methods. CRQ: NURS 623 and consent of school.

NURS 650. PRIMARY CARE: WOMEN ACROSS THE LIFESPAN (1). Principles underlying the primary care management of common health and illness issues in women across the lifespan. Emphasis on the impact of health and illness on the individual within the context of diverse families. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608; or consent of school.
New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3809

NURS 651. PRIMARY CARE: INFANT, CHILD, AND ADOLESCENT (3). Principles underlying the management of common health and illness issues in infants, children, and adolescents in the primary care setting. Emphasis on the impact of health and illness on the individual within the context of diverse families. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608; or consent of school.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3803

NURS 652. PRIMARY CARE: ADULT (3). Principles underlying the primary care management of common health and illness issues in adults across the lifespan (including young adults, adults, and older adults). Emphasis on the impact of health and illness on the individual within the context of diverse families. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608; or consent of school.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3809

NURS 653. INTERNSHIP: INFANT, CHILD, AND ADOLESCENT (4). Clinical experiences in the management of common health and illness conditions of infants, children, and adolescents in the primary care setting. Emphasis on the impact of health and illness on the individual within the context of diverse families. CRQ: NURS 651 and consent of school.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3822

NURS 654. PRIMARY CARE: WOMEN DURING REPRODUCTION (1). Principles underlying the primary care management of common health and illness issues in women during reproduction. Emphasis on the impact of health and illness on the individual within the context of diverse families. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608; or consent of school.
NURS 661. ADULT-GERONTOLOGY PRIMARY CARE I: ADULTS ACROSS THE LIFESPAN (3). Principles underlying the primary care management of common health and illness issues across the adult lifespan (including young adults, adults, and older adults). Emphasis on the impact of health and illness on the individual within the context of culturally diverse families. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608; or consent of school.

New Course  
Page 182, 2014-15 Graduate Catalog  
CIP Code: 51.3821

NURS 662. ADULT-GERONTOLOGY PRIMARY CARE II: ADULTS ACROSS THE LIFESPAN (3). Principles underlying the primary care management of common health and illness issues across the adult lifespan (including young adults, adults, and older adults). Emphasis on the impact of health and illness on the individual within the context of culturally diverse families. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608; or consent or school.

New Course  
Page 182, 2014-15 Graduate Catalog  
CIP Code: 51.3822

NURS 663. INTERNSHIP: WOMEN ACROSS THE LIFESPAN (4). Clinical experiences in the management of common health and illness conditions of women across the lifespan in the primary care setting. Emphasis on the impact of health and illness on the individual within the context of diverse families. CRQ: NURS 661 or NURS 662 for Adult-Gerontology Primary Care Nurse Practitioner students. CRQ: NURS 664; and NURS 661 or NURS 662 for Adult-Gerontology Clinical Nurse Specialist students, CRQ: NURS 652 and NURS 654 for Family Nurse Practitioner Students. CRQ: NURS 650 and consent of school for all specializations.

New Course  
Page 182, 2014-15 Graduate Catalog  
CIP Code: 51.3821

NURS 664. TERTIARY CARE PRACTICE OF THE ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST (2). Adult-Gerontology Clinical Nurse Specialist tertiary care practice in health promotion and management of human responses to health alterations across the adult life-span (including young adults, adults, and older adults). Focus on epidemiology, symptomatology, interventions, and management. Emphasis on selected alterations that result in need for critical care interventions. PRQ: NURS 605 and NURS 606 and NURS 607 and NURS 608, or consent of school. CRQ: NURS 661 or NURS 662; or consent of school.

New Course  
Page 182, 2014-15 Graduate Catalog  
CIP Code: 51.3803
NURS 673. INTERNSHIP: ADULTS ACROSS THE LIFESPAN (4). Clinical experiences in the management of common health and illness conditions of adults across the lifespan (including young adults, adults, and older adults) in the primary care setting. Emphasis on the impact of health and illness on the individual within the context of diverse families. May be repeated to a maximum of 12 credit hours. CRQ: NURS 661 or NURS 662 for Adult-Gerontology Primary Care Nurse Practitioner students. CRQ: NURS 664; and NURS 661 or NURS 662 for Adult-Gerontology Clinical Nurse Specialist students. CRQ: NURS 652 for Family Nurse Practitioner students. CRQ: Consent of school for all specialist students.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3899

NURS 681. X-RAY INTERPRETATION (.5). Clinical skills related to the assessment and management of patients with presentation of conditions requiring radiologic imaging. Focus on the presentation and diagnosis of conditions that are high volume or high risk. PRQ: NURS 601 or consent of school.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3818

NURS 682. SUTURING AND OFFICE PROCEDURES (.5). Basic and advanced skills in the management of wounds and select dermatological conditions. Emphasis on conditions that are high volume. PRQ: NURS 601 or consent of school.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3818

NURS 684. ELECTROCARDIOGRAM INTERPRETATION (.5). Clinical skills related to the assessment and management of patients with presentation of conditions requiring electrocardiogram interpretation. Focus on the presentation and diagnosis of conditions that are high volume or high risk. PRQ: NURS 601 or consent of school.

New Course Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3818

NURS 685. ORTHOPEDIC SKILLS (.5). Clinical skills related to the assessment and management of patients with presentation of orthopedic injuries. Focus on the presentation and diagnosis of conditions that are high volume. PRQ: NURS 601 or consent of school.
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog  p. 42 of 64

New Course  Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3899

NURS 686. BILLING AND CODING PROCESSES (.5). Business skills related to reimbursement by governmental and private third-party insurance payers of healthcare services. Includes documentation required for billing and coding. PRQ: NURS 601 or consent of school.

New Course  Page 182, 2014-15 Graduate Catalog

CIP Code: 51.3817

NURS 698. CAPSTONE: PROGRAM SYNTHESIS (1). Demonstrate achievement of all the Essentials of Master’s Education in Nursing. CRQ: Final Internship/Practicum and consent of school.

New Course  Page 184, 2014-15 Graduate Catalog

CIP Code: 51.2212

PHHE 641. HEALTH DISPARITIES IN THE UNITED STATES (3). Exploration of social and cultural determinants of health and health inequities. Includes the definition, measurement, and amelioration of health disparities will be discussed. Concentration predominantly on disparities based on gender, race/ethnicity, sexual orientation, socio-economic status, geography, and their intersection.

Course Revision  2014-15 Graduate Catalog

NURS 604 613. ADVANCED EVIDENCE-BASED SCIENTIFIC INQUIRY PRACTICE IN NURSING PRACTICE (3). Evaluation and integration of selected research methods to guide improvements in nursing practice and health outcomes in diverse individuals and populations. Exploration of the collaborative role of the nurse in ethical, evidence-based nursing practice and scholarship. CRQ: ETR 521 or PHHE 605; or BIOS 670; or consent of school. PRQ: Undergraduate research course or consent of school.

Course Revision  Page 184, 2014-15 Graduate Catalog

PHHE 673. WORKSHOP IN HEALTH SERVICES DELIVERY SPECIAL TOPICS IN PUBLIC HEALTH AND HEALTH EDUCATION (1-3). Advanced workshop designed for students, community professionals, and health related board members to study a selected contemporary issue or problem in the field of health services delivery. Examination of issues and problems in public health and health education. Content varies to provide the opportunity to study current problems in public health and health education topics. May be repeated to a maximum of 12 semester hours. PRQ: Consent of school.
School of Nursing and Health Studies (NURS, PHHE)

The M.S. in advanced practice nursing specializations prepares students to qualify for certification examination as adult-gerontology primary care nurse practitioners, family nurse practitioners, and adult-gerontology clinical nurse specialists. Both nurse practitioner specializations are focused on primary care not acute care. M. S. sStudents can also select the nursing education specialization to prepare for roles in academic and practice settings. The M.S. in nursing program is fully accredited by the Commission on Collegiate Nursing Education. The master’s degree in nursing and post-master’s certificates at Northern Illinois University are accredited by the Commission on Collegiate Nursing Education.

Grading Policies for Nursing Master’s Degree and Certificate Students

Nursing students must earn a minimum grade of B in each required course in their program required plan of study for the advanced practice or nursing education specialization. Any required course in which a grade of B- or lower is earned must be repeated and a grade of B or higher earned prior to progressing in the required plan of study course work. Students who earn two grades of B- or lower in the same course or any combination of courses will be dismissed from the graduate master’s degree specialization and or post-graduate certificate programs to which they were admitted.

Master of Science in Nursing

Specialization in as an Adult-Gerontology Clinical Nurse Specialist
Specialization in as an Adult-Gerontology Primary Care Nurse Practitioner
Specialization in as a Family Nurse Practitioner
Specialization in Nursing Education

A minimum of four five semesters is required for completion of the M.S. in nursing program. Study in the M.S. program may be full or part time. Graduates are prepared for the nurse educator role or for an advanced practice role as either a nurse practitioner or a clinical nurse specialist in a selected field of specialization population-focused area. and Students in the advanced practice specializations are eligible qualified to sit for take national examinations for certification as a family nurse practitioner, an adult-gerontology primary care nurse practitioner, or an adult-gerontology clinical nurse specialist, by completing the program with for the appropriate specialization to which admitted.

Current licensure with no encumbrance as a registered nurse in Illinois is prerequisite to enrollment in all nursing courses unless otherwise specified. Registered nurses who hold the baccalaureate in nursing may enroll in graduate nursing courses as students at large. With the approval of the student’s faculty adviser, a maximum of 9 semester hours of student at large credit may be applied to degree requirements. However, students at large who have not been admitted to a nursing program are not
permitted to enroll in NURS 615 and NURS 618 and admitted students receive priority over students-at-large in registering for courses. (See “Admission” below.) Enrollment in the internship courses (NURS 603, 677, NURS 623, 678, NURS 633, 679, NURS 653, 643, NURS 663, and NURS 673) requires that planning be completed with appropriate faculty during the semester preceding each internship experience and that an intent to enroll form is completed one year prior to enrollment in the first internship. All internship courses are permit courses. To obtain a permit for the course, the internship procedures and course pre- and co-requisites must be followed.

To maintain enrollment in the graduate program, all clinical requirements are to be maintained throughout the nursing program must be maintained as outlined in the Graduate Nursing Student Handbook.

All internship courses are permit courses. In order to receive a permit for the course a student must complete the appropriate prerequisite courses and submit documentation of compliance with clinical requirements to the College of Health and Human Sciences, Wirtz 227F. Clinical requirements include evidence of current registered nurse licensure, professional liability insurance, appropriate CPR certification, and required immunizations.

The graduate faculty may determine that a student not continue in the master’s program in nursing for failure to maintain professional standards.

Graduate students finalize their plan of study in consultation with an assigned adviser. With the advice and consent of the adviser, a student may elect a thesis option, which requires completion of an additional 3 semester hours. A maximum of 6 semester hours of credit may be transferred from another college or university.

Admission

Admission to graduate study the M.S. program in nursing is limited and competitive. Application materials must be submitted to the Graduate School by the published deadline dates on the Graduate School website. Prospective students may be admitted to begin in the fall or spring semester. Admission decisions are usually made within two months of the application deadline requires compliance with the following standards of the nursing program.

Eligibility to Apply

Current licensure with no encumbrance as a registered nurse in the U.S. (Prior to beginning course work, students must hold or have applied for licensure in Illinois.)

A baccalaureate degree from a school accredited by an accrediting agency officially recognized by the U.S. Secretary of Education, such as the Commission on Collegiate Nursing Education (CCNE), or the National League of Nursing Accrediting Commission, or from a program seeking initial accreditation which includes an upper-division major in
nursing equivalent to the undergraduate nursing major at NIU. If the applicant is a graduate of a nongraded baccalaureate program in nursing, CCNE accreditation or National League of Nursing accreditation is required. The applicant must provide documentation of course work which is essentially equivalent to that required in the nursing major at NIU.

A minimum 3.00 GPA (based on a 4.00 system) for the last 60 hours of the baccalaureate program, or completion of 9 semester hours of graduate work in nursing at NIU with a GPA of 3.20 or better.

**Transcript Evaluation:** Applicants who completed their nursing education at a non-U.S. school are required to submit non-U.S. transcripts to the Educational Credential Evaluators, Inc. (ECE; www.ece.org) or the Commission on Graduates of Foreign Nursing Schools (CGFNS; http://www.cgfns.org/) or World Education Services (WES; www.wes.org) for evaluation of credentials. The evaluation report must show that the non-U.S. education is equivalent to a U.S. bachelors’ degree in nursing to be considered for admission.

Prefer one year experience as a professional Registered Nurse in clinical practice.

**Application Components**

*Online completion of the application to the NIU Graduate School.*

A 2-page, double-spaced Goal Statement/Writing Sample to address: The nursing program Admissions Committee will review the Goal Statement submitted to the Graduate School as a writing sample. The statement should be one single-spaced, typewritten page. It should address the applicant’s overall career professional goals, desired advanced practice or nursing education specialization in the M.S. degree program, and explanation of how a graduate degree in the desired specialization will promote goal achievement fulfill career goals. This statement should also include a paragraph regarding clinical practice experience in the past three years and the area(s) of practice specialty.

Three professional letters of reference which provide evidence of the applicant’s professional qualifications. At least one reference should be from a professor or graduate level-prepared nursing colleague who can address the applicant’s potential for academic success. At least one reference must be from a current, professional nurse colleague (e.g., a supervisor or preceptor) who can address the applicant’s professional qualifications as a licensed professional registered nurse. References should be provided on the Graduate School reference form and indicate the credentials and professional title of the person providing the reference. Ratings and comments should be included. Family members and personal friends are not considered professional references.

The approval of the nursing program Graduate Admissions Committee after review of the application.
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

Applicants to the nursing education specialization must have completed a minimum of 2,000 hours of clinical practice experience in a specialty area within the three years prior to admission. A “specialty” means clinical practice in one specific area such as medical-surgical, pediatrics, community health, psychiatric nursing, etc.

The Graduate Record Exam (GRE) is not required for admission to the M. S. degree in nursing program.

Admission decisions are usually made within two months from the deadline for receipt of the complete applications.

Non-Thesis Option

Core Courses - Required for all Nursing M.S. Students (26 to 27)

NURS 601 – Transition to Master’s Level Nursing Practice (2)

ETR 521 Educational Statistics I (3)

OR PHHE 605 Biostatistics in Public Health (4)

OR BIOS 670 Biostatistical Analysis (3)

OR another intermediate graduate statistics course approved by the nursing program.

NURS 602 – Advanced Pathophysiology across the Lifespan (3)

NURS 604 – Advanced Evidence-Based Practice in Nursing (3)

NURS 605 – Advanced Pharmacology across the Lifespan (3)

NURS 606 – Advanced Physical Assessment across the Lifespan (2)

NURS 607 – Lab: Advanced Physical Assessment across the Lifespan (1)

NURS 701 – Advanced Nursing Leadership (3)

NURS 704 – Clinical Prevention in Advanced Nursing (3)

NURS 706 – Informatics for Evidence-Based Practice-Nursing (3)

NURS 613 – Advanced Scientific Inquiry in Nursing Practice (3)

NURS 616 – Nursing Practice Within the Health Care Delivery System (3)

NURS 617 – Pathophysiological Concepts in Nursing (4)

One of the following specializations (22-35 15-25)

Advanced Practice Nursing (APN) Core Courses – Required for all APN Students (5)

NURS 608 – Diagnostic Reasoning (2)

NURS 650 – Primary Care: Women across the Lifespan (1)

NURS 698 Capstone: Program Synthesis (1)
Two of the following courses (1 total):
NURS 681 X-ray Interpretation (0.5)
- OR NURS 682 Suturing and Office Procedures (0.5)
- OR NURS 684 Electrocardiogram Interpretation (0.5)
- OR NURS 685 Orthopedic Skills (0.5)
- OR NURS 686 Billing and Coding Processes (0.5)
NURS 698 Capstone: Program Synthesis (1)

Specialization as an Adult-Gerontology Clinical Nurse Specialist (35 20)
NURS 612 - Theoretical Perspectives for Advanced Practice Nursing (3)
↓
NURS 678 - Internship: Women’s Health (4), and NURS 679 - Internship: Adult-Gerontology Health (8),
- OR NURS 679 - Internship: Adult Gerontology Health (12)
NURS 661 - Adult Gerontology Primary Care I: Adults across the Lifespan (3)
NURS 662 - Adult-Gerontology Primary Care II: Adults across the Lifespan (3)
NURS 664 - Tertiary Care Practice of the Adult-Gerontology Clinical Nurse Specialist (2)
NURS 673 - Internship: Adults across the Lifespan (12)

Specialization as an Adult-Gerontology Primary Care Nurse Practitioner (35 18)
NURS 612 - Theoretical Perspectives for Advanced Practice Nursing (3)
↓
NURS 678 - Internship: Women’s Health (4), and NURS 679 - Internship: Adult-Gerontology Health (8),
- OR NURS 679 - Internship: Adult Gerontology Health (12)
NURS 661 - Adult-Gerontology Primary Care I: Adults across the Lifespan (3)
NURS 662 - Adult-Gerontology Primary Care II: Adults across the Lifespan (3)
NURS 673 - Internship: Adults across the Lifespan (12)
- OR NURS 663 - Internship: Women across the Lifespan (4), and -NURS 673 Internship: Adults across the Lifespan (8)

Specialization as a Family Nurse Practitioner (35 19)
NURS 612 - Theoretical Perspectives for Advanced Practice Nursing (3)
↓
NURS 679 - Internship: Adult-Gerontology Health (4)
NURS 651 - Primary Care: Infant, Child, and Adolescent (3)
NURS 652 - Primary Care: Adults across the Lifespan (3)
NURS 654 - Primary Care: Women during Reproduction (1)
NURS 653 - Internship: Infant, Child, and Adolescent (4)
NURS 663 - Internship: Women across the Lifespan (4)
NURS 673 - Internship: Adults across the Lifespan (4)
Specialization in Nursing Education (22 credits)

NURS 619 - Health Assessment (3)
NURS 620 - Health Assessment Clinical Laboratory (1)
NURS 640 - Theoretical Foundations of Nursing Education (3)
NURS 641 - Nursing Curriculum Development (3)
NURS 642 - Evaluation of Learner and Program Outcomes in Nursing Programs and Health Care Settings (3)
NURS 643 - Internship: Nursing Education I (3)
NURS 644 - Internship: Nursing Education II (3)

Cognate Course (3)

NURS 603 - Nursing Education Practicum: Direct Care (2)
NURS 621 - Foundations in Nursing Education I (3)
NURS 622 - Foundations in Nursing Education II (4)
NURS 603 Nursing Education Practicum: Direct Care (2)
NURS 623 - Nursing Education Practicum: Classroom Setting (3)
NURS 633 - Nursing Education Practicum: Clinical Setting (2)
NURS 698 - Capstone: Program Synthesis (1)

Thesis Option
Same requirements as non-thesis option, except 3 semester hours of NURS 699, Master’s Thesis, must be included.

Post Master’s Certificates
Two post-master’s certificates of graduate study in nursing are offered: Family Nurse Practitioner and Nursing Education, in the School of Nursing and Health Studies. The curriculum for each certificate is configured for part-time students and takes a minimum of three semesters to complete. Students may choose to complete the program more slowly or enroll full time if they have prerequisites to complete. Students who have deficiencies in prerequisite courses may be able to take them at the same time they are taking the series of courses. Students must earn a minimum grade of B in all classes taken for the certificate and their prerequisites and maintain a minimum graduate GPA of 3.00 to remain in the course of study. Graduate School policy mandates that all course work toward a graduate certificate program is completed at NIU.

The student learning outcomes for the post-master’s certificate programs are available from the NIU Office of Assessment website.

Prerequisite Courses for Admission
The following courses (or a course equivalent to these) must have been completed within the past three years with an earned grade of B or higher:

- NURS 602 - Advanced Pathophysiology across the Lifespan (3)
- NURS 605 - Advanced Pharmacology across the Lifespan (3)
- NURS 606 - Advanced Physical Assessment across the Lifespan (2)
NURS 607 - Lab: Advanced Physical Assessment across the Lifespan (1)

Courses completed at schools other than NIU will be evaluated on an individual basis. Students who have deficiencies in prerequisite courses may be admitted to the program but will need to enroll in deficiency courses as part of the plan of study.

**ADMISSION**

**Eligibility to Apply**

Current licensure with no encumbrance as a registered nurse in the U.S. (Prior to beginning course work, students must hold or have applied for licensure in Illinois.)

Completion of a nursing master’s degree program accredited by an accrediting agency officially recognized by the U.S. Secretary of Education, such as the Commission on Collegiate Nursing Education (CCNE).

**Application Components**

Admission to pursue the certificate of graduate study program requires compliance with the following standards of the nursing program.

Completion of a special application available from the nursing program.

- A two-page, double-spaced Goal Statement to address: Written statement regarding personal goals for completing the certificate program. The statement should be on one single-spaced, typewritten page. It should address the applicant’s career professional goals, desired family nurse practitioner or nursing education specialization field of study, and rationale for how a post-master’s certificate in the desired program area of focus will promote goal achievement and fulfill desired career goals. This statement should also include a paragraph regarding clinical practice experience in the past three years and the area(s) of specialty practice.

- Current licensure as a registered nurse in Illinois with no encumbrances.

- Completion of an NLN or CCNE accredited nursing master’s degree program.

Three professional letters of reference from persons who are familiar with the individual’s clinical expertise, ability to function in an independent role, and motivation to complete a post-master’s certificate course of graduate study. At least one reference should be from a professor or graduate level-prepared nursing colleague who can address the applicant’s potential for academic success. At least one reference must be from a current, professional nurse colleague (e.g., a supervisor or preceptor) who can address the applicant’s professional qualifications as a licensed professional registered nurse. References should be provided on the Graduate School reference form and indicate the credentials and professional title of the person providing the reference. Ratings and comments should be included. Family members and personal friends are not considered professional references.

The approval of the nursing program Graduate Admissions Committee after review of the
All students are … … nursing courses.

**Post-Master’s Family Nurse Practitioner Certificate (29 23)**

The Family Nurse Practitioner certificate requires 29 23 semester hours of post-master’s study in addition to the 9 semester hours required for all nursing post-master’s certificate students, which Course work includes classes lectures, simulated laboratory experiences, and three clinical internships with designated preceptors. The purpose of the course of study is to provide the course work and clinical experience to become qualified to take family nurse practitioners upon the successful completion of the nationally administered Family Nurse Practitioner Certification Examination.

Prerequisites for admission into the course of study leading toward the certificate include completion of a master’s degree in nursing from a program accredited by the National League of Nursing (NLN) Accrediting Commission or the Commission on Collegiate Nursing Education (CCNE), an introductory undergraduate health assessment course, and a graduate level pathophysiology course within the last ten years. Courses completed included in master’s degrees programs other than NIU’s will be evaluated on an individual basis. Graduate School policy mandates that all course work toward a graduate certificate program is completed at NIU.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 614</td>
<td>Actualizing the Advanced Practice Nursing Role</td>
<td>3</td>
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<tr>
<td>NURS 679</td>
<td>Internship: Adult-Gerontology Health</td>
<td>4</td>
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<tr>
<td>NURS 608</td>
<td>Diagnostic Reasoning (2)</td>
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<td>NURS 650</td>
<td>Primary Care: Women across the Lifespan (1)</td>
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<tr>
<td>NURS 651</td>
<td>Primary Care: Infant, Child, and Adolescent (3)</td>
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<tr>
<td>NURS 652</td>
<td>Primary Care: Adults across the Lifespan (3)</td>
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<tr>
<td>NURS 654</td>
<td>Primary Care: Women during Reproduction (1)</td>
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<tr>
<td>NURS 653</td>
<td>Internship: Infant, Child, and Adolescent (4)</td>
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<td>NURS 663</td>
<td>Internship: Women across the Lifespan (4)</td>
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<td>NURS 673</td>
<td>Internship: Adults across the Lifespan (4)</td>
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<tr>
<td>NURS 698</td>
<td>Capstone: Program Synthesis (1)</td>
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</table>

**Post-Master’s Nursing Education Certificate (42 11-13)**

This Nursing Education certificate requires 42 11-13 semester hours of post-master’s study, which Course work includes classes lectures, simulated laboratory experiences, and one- two internships focused on supervised teaching experiences The purpose of the course of study is to provide the course work and the classroom or clinical teaching experiences to become function as a nurse educator in a variety of educational and clinical settings.

If not taken within the past three years, students are required to take an advanced direct care course
Prerequisites for admission into the course of study leading toward the certificate include a master’s degree in nursing from a program accredited by the National League of Nursing (NLN) Accrediting Commission or the Commission on Collegiate Nursing Education (CCNE).

Required Courses
NURS 640 – Theoretical Foundations of Nursing Education (3)

Or
NURS 644 – Internship: Nursing Education II (3)

NURS 603 - Nursing Education Practicum: Direct Care (2) (if not completed within previous three years)

NURS 621 – Foundations in Nursing Education I (3)
NURS 622 – Foundations in Nursing Education II (4)

NURS 603 Nursing Education Practicum: Direct Care (2) (if not completed within previous 3 years)
NURS 623 - Nursing Education Practicum: Classroom Setting (3)
NURS 698 – Capstone: Program Synthesis (1)

Certificates of Graduate Study

Health Education (15)

Requirements
PHHE 620 – Current Issues in Health Theories and Concepts (3)

PHHE 626 – Methods and Materials in School Health Education (3)

SOCI 663 552 – Women’s Health Issues (3)

Public Health (16)

COLLEGE OF LIBERAL ARTS AND SCIENCES

All University Sections

A Guide to Reading This Catalog
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

Course Designators

↓
WOMS WGST-Women’s, Gender and Sexuality Studies

The Graduate School

Other Catalog Change 2014-15 Graduate Catalog

Certificates of Graduate Study

↓
Women’s and Gender Studies

Directory for Correspondence

Other Catalog Change 2014-15 Graduate Catalog

Graduate Concentrations and Certificates of Graduate Study

↓ Lesbian, Gay, Bisexual, and Transgender Studies: Coordinator, Kristen Myers (Women’s, Gender and Sexuality Studies Program and Department of Sociology)

↓ Women’s and Gender Studies: Director, Women’s, Gender and Sexuality Studies Program

Inter-College Interdisciplinary Certificates

Other Catalog Change 2014-15 Graduate Catalog

Museum Studies (21)

↓ Additional electives (3) chosen from the following, in consultation with Museum Studies program coordinator:

- ART 625 – Museums: Gender, Rate, and Class (3)
- OR WOMS WGST 625X – Museums: Gender, Race and Class (3)

↓

All College Changes

Course Revisions 2014-15 Graduate Catalog

WOMS WGST 524. TOPICS IN GENDER AND STEM (3). Selected issues … ….
SECTION A – Recorded for inclusion in the 2015-16 Graduate Catalog

WOMS WGST 530. SPECIAL TOPICS IN WOMEN’S AND GENDER STUDIES (3). May be repeated … …. 

WOMS WGST 534. LANGUAGE AND GENDER (3). Examination of … …. 

WOMS WGST 602. INTERNSHIP IN WOMEN’S AND GENDER STUDIES (3-6). Work as an intern … ….\(^1\) 

WOMS WGST 610. TOPICS IN WOMEN’S AND GENDER STUDIES (3). Topics … …. 

WOMS WGST 620. FEMINIST THEORY (3). Concepts, methods, and … …. 

WOMS WGST 625X. MUSEUMS: GENDER, RACE, AND CLASS (3) Crosslisted as ART 625. Interdisciplinary, multicultural … …. 

WOMS WGST 630. RESEARCH IN WOMEN’S AND GENDER STUDIES (3). Interdisciplinary … …. PRQ: WOMS WGST 620 or consent of department. 

WOMS WGST 639. INDEPENDENT STUDY IN WOMEN’S AND GENDER STUDIES (1-3). Student must … …. PRQ: WOMS WGST 620 and WOMS WGST 630, or permission of the director of Women’s, Gender and Sexuality Studies. \(^1\) 

Footnote 
\(^1\)Complete proposals must… …from the Women’s, Gender and Sexuality Studies office and website. 

Other Catalog Change 

2014-15 Graduate Catalog 

Certificates of Graduate Study 

Law and Women’s Studies 

Requirements (12) 

One of the following (2-4) 
  ANTH 522 – Gender in Southeast Asia (3) 
  SOCI 663 552 – Women’s Health Issues (3) 
  WOMS 530 – Special Topics in Women’s Studies (3) 

Women’s Studies (12) 

Requirements (12)
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↓
SOCI 663 552 – Women’s Health Issues (3)
TLCI 540 – The Gender Sensitive Curriculum (3)
↓

Other Catalog Change

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Certificates of Graduate Study

Law and Women’s Studies
↓
Students interested in … … consult with the director of Women’s, Gender and Sexuality Studies or the associate … … toward the certificate.

Requirements (12)
With the approval of the director of the Women’s, Gender and Sexuality Studies Program, independent … … dean of the College of Law.

WOMS 620 – Feminist Theory (3)

One of the following (3-4)
↓
WOMS 602 – Internship in Women’s and Gender Studies (3-6)
↓

One of the following (2-4)
↓
WOMS 5305 – Special Topics in Women’s and Gender Studies (3)
WOMS 534 – Women, Men, and Language (3)
WOMS 6105 – Topics in Women’s and Gender Studies (3)
WOMS 625X – Museums: Gender, Race, and Class (3)
WOMS 630 – Research in Women’s and Gender Studies (3)
WOMS 6395 – Independent Study in Women’s and Gender Studies (1-3)

Footnote
2Topic and placement require advance approval by associate dean of the College of Law and director of Women’s, Gender and Sexuality Studies.
3Topic and placement require advance approval by director of Women’s, Gender and Sexuality Studies.
4May meet the certificate requirements when substantial treatment of women’s studies is included. Requires advance approval of the director of Women’s, Gender and Sexuality Studies.
5Requires advance approval of the director of Women’s, Gender and Sexuality Studies.

Lesbian, Gay, Bisexual, and Transgender Studies (12)
Coordinator: Diana Swanson (Women’s Studies Program and Department of English) and Sarah Conklin (Nursing and Health Studies) Kristen Myers (Women’s, Gender and Sexuality Studies Program and Department of Sociology)

Two of the following (6)

- WOMS WGST 610 – Topics in Women’s and Gender Studies (3)
- WOMS WGST 620 – Feminist Theory (3)

Footnote 4 Requires advance approval of the director of Women’s, Gender and Sexuality Studies.

Women’s and Gender Studies (12)

Faculty-Associates
Diana Swanson, associate professor of English, Ph.D., acting director
Kristen Myers, Presidential Teaching Professor, Ph.D., director

Certificate of Graduate Study

Women’s and Gender studies is an interdisciplinary … …. Course work leading to the certificate of graduate study in women’s and gender studies permits study … …. Since the Women’s and Gender Studies Program is not a degree-offering unit … …. A student who wishes … … faculty adviser and the women’s and gender studies director. Students may earn … … approved by the director of the Women’s, Gender and Sexuality Studies Program, including the two required interdisciplinary core courses. For the other … … with the approval of the director of Women’s, Gender and Sexuality Studies. Students may … … in women’s and gender studies.

Students interested in pursuing this certificate are advised to consult with the director of Women’s, Gender and Sexuality Studies as early … ….

Requirements (12)

Independent study … … the director of the Women’s, Gender and Sexuality Studies … …

- WOMS WGST 620 – Feminist Theory (3)
- WOMS WGST 630 – Research in Women’s and Gender Studies (3)

Two of the following (6)

- WOMS WGST 524 – Topics in Gender and STEM (3)
- WOMS WGST 530 – Special Topics in Women’s and Gender Studies (3)
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- WOMS WGST 534 – Language and Gender (3)
- WOMS WGST 602 – Internship in Women’s and Gender Studies (3-6)
- WOMS WGST 610 – Topics in Women’s and Gender Studies (3)
- WOMS WGST 625X – Museums: Gender, Race, and Class (3)
- WOMS WGST 639 – Independent Study in Women’s and Gender Studies (1-3)

Independent study . . . . the director of the Women’s, Gender and Sexuality Studies . . . .

Faculty Associates
Diana Swanson, associate professor of English, Ph.D., acting director
Kristen Myers, Presidential Teaching Professor, Ph.D., director

Other Catalog Change

Interdisciplinary Courses Offered by the College of Liberal Arts and Sciences (ENVS, ILAS
WOMS WGST)

- Women’s and Gender Studies (WOMS WGST)

Department of Anthropology

New Course 2014-15 Graduate Catalog

CIP Code: 45.0201

509. CULTURES AND SOCIETIES OF THE MIDDLE EAST (3). Studies the peoples and societies
of the Middle East and North Africa from an anthropological perspective. Explores problems of cross-
cultural examination and the role of anthropology in the formation of the idea of the “Middle East” as
an area of study. To this end, the course examines and problematizes key themes commonly linked
with the region, such as tribe and state, family and kinship, gender and sexuality, honor and shame,
tradition and modernity, and religion and secularism. Course materials will include ethnographies
based on field work in the region, contemporary news reports, and films.

New Course 2014-15 Graduate Catalog

CIP Code: 45.0201

524. ANTHROPOLOGY OF PEACE AND CONFLICT RESOLUTION (3). A look at the
anthropological and cross-cultural literature on peace and conflict, including the debate over human
nature and innate tendencies toward aggression and violence. Critical discussions on a wide range of
theories drawing on political anthropology, the state, globalization, ethnicity and identity for
analyzing conflict, looking especially at the role of culture, religion and indigenous forms of dispute
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management.

Department of Computer Science

New Courses 2014-15 Graduate Catalog

CIP Code: 11.0701

531. PARALLEL AND DISTRIBUTED PROGRAMMING MODELS (3). Topics will include message passing on distributed memory architectures and multithreading. Includes extensive programming and laboratory work. May not be taken by students with undergraduate credit for CSCI 490K. CRQ: CSCI 689 or consent of the department.

532. PROGRAMMING NON-TRADITIONAL ARCHITECTURES (3). Topics include programming hardware accelerators like general purpose graphic processing units and field programmable gate arrays with an emphasis on applying these architectures to computer applications in modeling, simulation, and computational sciences. Includes extensive programming and laboratory work. May not be taken by students with undergraduate credit for CSCI 490E. CRQ: CSCI 689 or consent of the department.

Department of Foreign Languages and Literatures

New Courses 2014-15 Graduate Catalog

CIP Code: 16.1403

FLBU 500. SPECIAL TOPICS IN BURMESE LANGUAGE, LITERATURE, LINGUISTICS OR CULTURE (3). Topics announced. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Consent of department.

CIP Code: 16.0901

FLFR 500. SPECIAL TOPICS IN FRENCH LANGUAGE, LITERATURE, LINGUISTICS OR CULTURE (3). Topics announced. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Consent of department.

CIP Code: 16.0501

FLGE 500. SPECIAL TOPICS IN GERMAN LANGUAGE, LITERATURE, LINGUISTICS OR CULTURE (3). Topics announced. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Consent of department.

CIP Code: 16.1402
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FLIN 500. SPECIAL TOPICS IN INDOONESIAN LANGUAGE, LITERATURE, LINGUISTICS OR CULTURE (3). Topics announced. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Consent of department.

CIP Code: 16.0905

FLSP 500. SPECIAL TOPICS IN SPANISH LANGUAGE, LITERATURE, LINGUISTICS OR CULTURE (3). Topics announced. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Consent of department.

FLSP 590. PRACTICUM IN SPANISH (3). Professional experience related to the work environment utilizing foreign language transition and/or communication skills. Normally only available to students who have no prior foreign language-related work experience. PRQ: Consent of department.

FLSP 699. MASTER’S THESIS IN SPANISH (1-3). May be taken upon the appointment of a thesis director and the approval of a prospectus. May be repeated to a maximum of 3 semester hours. PRQ: Consent of department.

CIP Code: 16.0404

FLTA 500. SPECIAL TOPICS IN TAGALOG LANGUAGE, LITERATURE, LINGUISTICS OR CULTURE (3). Topics announced. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Consent of department.

CIP Code: 16.1407

FLTH 500. SPECIAL TOPICS IN THAI LANGUAGE, LITERATURE, LINGUISTICS OR CULTURE (3). Topics announced. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Consent of department.

Course Revisions 2014-15 Graduate Catalog

General (FLAL, FLIS, FLMT, FLPT, FLST)

FLST FLFR 590. PRACTICUM IN FRENCH (3). … ….

FLST FLFR 699. MASTER’S THESIS IN FRENCH (1-3). May be taken … ….

Other Catalog Change 2014-15 Graduate Catalog

Master of Arts in Foreign Languages
Specialization in French

Practicum/Thesis (3)
FLST FLFR 590 – Practicum in French (3)
OR FLST FLFR 699 – Master’s Thesis in French (1-3)

Specialization in Spanish

Practicum/Thesis (3)
FLST FLSP 590 – Practicum in Spanish (3)
OR FLST FLSP 699 – Master’s Thesis in Spanish (1-3)

Department of Geography

New Course

CIP: 40.0701

554. FUNDAMENTALS OF REMOTE SENSING (3). Principles of acquiring and interpreting data from remote sensing systems. Use of aerial photography and satellite imagery to study the environment. Physical processes involved in remote sensing including electromagnetic radiation and its interaction with atmosphere and land surface; common remote sensing systems; basic principles of photogrammetry. Lecture and laboratory.

Course Revision

560. REMOTE SENSING OF THE ENVIRONMENT (3). Introduction to the principles of acquiring and interpreting data from remote sensing systems. Extraction of earth resource, meteorological, and environmental change information through photogrammetry and image processing techniques and applications of satellite, LIDAR, and radar remote sensing in earth and atmospheric sciences. Computer-based methods for extracting useful information from remotely sensed data for geoscience/environmental applications; principles of digital image processing techniques including radiometric and geometric correction, image enhancement, image classification, and change detection; principles of the latest remote sensing technologies and their applications: LIDAR and GRACE. Lecture and laboratory. PRQ: GEOG 554 or consent of department.
Geographic Information Analysis (16-18)
↓
Course work from the following (16-18)
↓
GEOG 532 – Geography of Health (3)
GEOG 554 – Fundamentals of Remote Sensing (3)
GEOG 556 – Fundamentals of Mapping (3)
↓
GEOG 568 – Workshop in GIS (3)
GEOG 570 – Web Mapping (3)
GEOG 593 – Computer Methods and Modeling (1-3)
↓

Department of Physics

Course Revisions 2014-15 Graduate Catalog

660. QUANTUM MECHANICS I (3). Linear vector spaces, … … PRQ: PHYS 560 or Consent of department.

671. ELECTROMAGNETIC THEORY II (3). Radiation from … … PRQ: PHYS 570 670 or consent of department.

Other Catalog Change 2014-15 Graduate Catalog

Master of Science in Physics
↓
Specialization in Basic Physics

Completion of 24 semester hours in physics, including the following.

PHYS 500 – Analytical Mechanics II (3)
PHYS 600 – Classical Mechanics (3)
PHYS 600 – Classical Mechanics (3)
PHYS 660 – Quantum Mechanics I (3)
PHYS 661 – Quantum Mechanics II (3)
PHYS 670 – Electromagnetic Theory I (3)
PHYS 671 – Electromagnetic Theory II (3)

One of the following:
PHYS 661 – Quantum Mechanics II (3)
PHYS 663 – Statistical Physics I (3)
PHYS 671 – Electromagnetic Theory II (3)
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Passage of a proficiency examination … … and modern physics.

Other Catalog Change

Specialization in Applied Physics

Two of the following (6)

PHYS 666 – Solid State Physics I (3)
PHYS 670 – Electromagnetic Theory I (3)
PHYS 673 – Beam Physics I (3)

Department of Psychology

New Courses

623. OCCUPATIONAL HEALTH PSYCHOLOGY (3). Contributions of psychological theory, research, and practice in the promotion of employee wellness and prevention of negative health-related consequences in the workplace. Construct measurement and research methodology in the areas of occupational stress theory, organizational stressors, interpersonal stressors, the work-nonwork interface, psychological/physiological strain, strain and organizational behavior, recovery and sleep, individual differences and coping, and workplace stress interventions. PRQ: PSYC 616 and graduate standing in psychology; or consent of department.

626. THE SELF FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY (3). A contemporary view of social psychology’s theory and research into ”The Self,” Possible topics may include, but are not limited to, projected and reflected appraisal; social comparison theory; the sociometer approach to self-esteem; the content and structure of self-knowledge; remembered selves, possible selves, and feared selves; information processing, autobiographical memory and semantic memory; the self motives of enhancement, protection, and improvement; self-presentation and impression management; and the self as it might be influenced by group and culture. PRQ: PSYC 620 and graduate standing in psychology; or consent of department.

631. MOTIVATION FROM THE PERSPECTIVE OF SOCIAL PSYCHOLOGY (3). Social psychology theory and research offer insight into the mainsprings of human behavior. Key topics in this area include internal and external sources of motivation, approach and avoidance tendencies, goal setting, deliberate and automatic goal pursuit, self-regulation, and achievement strivings. PRQ: PSYC 620 and graduate standing in psychology; or consent of department.
Master of Arts in Psychology

Course Requirements

PSYC 604 and PSYC 606 must be completed during the first calendar year and the remaining course requirements must be completed by the end of the second calendar year.

Department of Sociology

Course Deletions 2014-15 Graduate Catalog

653. SOCIAL DYNAMICS (3)
660. SOCIAL STRUCTURE AND PERSONALITY (3)

Course Revision 2014-15 Graduate Catalog

663 552. WOMEN’S HEALTH ISSUES (3). Critical analysis of … ... experiences of women.

COLLEGE OF VISUAL AND PERFORMING ARTS

School of Art

New Course: 2014-15 Graduate Catalog

CIP CODE: 50.0701

ARTS 650. DIGITAL FABRICATION WORKSHOP (4). An introduction to the use of two and three dimensional design software and industrial output methodologies as applied to advanced creative works in studio or design.

Course Revision 2014-15 Graduate Catalog

ART 625. MUSEUMS: GENDER, RACE, AND CLASS (3). Crosslisted with WOMS WGST 525X. Interdisciplinary multicultural … ..

Course Revision: 2014-15 Graduate Catalog

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development of creativity, problem solving and technological knowledge. Hands-on experience with integrating technology into the art curriculum/instruction and creating expressive digital art and other visual images for classroom use.

This course focuses on the integration of emerging technologies into art and design education. The teaching of digital technologies appropriate for K-12 classroom settings will be highlighted. Students will gain hands-on experience with creating expressive art in a variety of digital media. Strategies for integrating art and technology practice into K-12 art curriculum will also be explored.

Other Catalog Change: 2014-15 Graduate Catalog

Master of Science in Art

Requirements

ARTE 543. Technology in Art and Design Education – Art and Technology in the K-12 Classroom (3)

Other Catalog Change: 2014-15 Graduate Catalog

Certificate of Graduate Study

Art History

This certificate is designed to enhance knowledge of the history and significance of art and design practices and should be of interest to artists, educators, and museum or gallery professionals working in arts-related fields who do not wish to commit to M.A. study in Art History. Course work leading to the Certificate of Graduate Study in Art History permits both focused and wide-ranging study, and results in recognition of that study on the student’s transcript. The certificate is available to students in good standing in any graduate program in the university, though successful completion of the M.A. Art Specialization in Art History program will supersede the certificate. Students-at-large in good standing may also pursue the certificate.

Requirements (18)

ARTH 586 – Art Historical Methodology (3)

Five of the following (15)

May be repeated with different subjects.

Multiple enrollments with different subjects are allowed in the same semester.

ARTH 510 – Studies in Ancient and Middle-Eastern Art (3)

ARTH 520 – Studies in Medieval Art (3)

ARTH 530 – Studies in Early Modern Art (3)

ARTH 540 – Studies in Modern and American Art (3)

ARTH 550 – Studies in Contemporary Art (3)
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ARTH 560 - Studies in Design (3)
ARTH 570 - Studies in Asian Art (3)
ARTH 580 - Studies in African, Oceanian, Native American, Pre-Columbian Art, and Latin-American Art (3)
ARTH 651 - Topics in Art History: Ancient and Middle-Eastern Art (3)
ARTH 652 - Topics in Art History: Medieval Art (3)
ARTH 653 - Topics in Art History: Early Modern Art (3)
ARTH 654 - Topics in Art History: Modern and American Art (3)
ARTH 655 - Topics in Art History: Contemporary Art (3)
ARTH 656 - Topics in Art History: Design (3)
ARTH 657 - Topics in Art History: Asian Art (3)
ARTH 658 - Topics in Art History: African, Oceanian, Native American, Pre-Columbian Art, and Latin-American Art (3)
ARTH 701 - Seminar in Art History (3)
ARTH 703 - Independent Study in the History of Art (3)
ARTH 785 - Special Topics in Art History

Additional Requirements
Successful completion of two Qualifying Papers (research papers supervised by a course instructor).
There is no foreign language, thesis, or comprehensive exam requirement for the certificate.

School of Theatre and Dance

New Courses

CIP CODE: 50.0507

THEA 560. VECTORWORKS DRAFTING (3). A thorough introduction to Vectorworks, including 2D drafting, the development of 3D models, and lighting design using Vectorworks Spotlight.

THEA 561. LIGHT BOARD PROGRAMMING AND AUTOMATED FIXTURES (3). An introduction to several theatrical lighting consoles, including those produced by Electronic Theatre Controls, Flying Pig Systems, and GrandMA. Emphasis will be placed on the online and offline use of these consoles, pre-visualization techniques, and the use of LED and Automated fixtures.