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COLLEGE OF EDUCATION

All University Sections

The Graduate School

Department of Special and Early Education
Master of Science in Education (M.S.Ed.)
Curriculum and Instruction
Early Childhood Education
Special Education
with specialization in
Advanced Special Education Practices
Blind Vision Rehabilitation Therapy
Early Childhood Special Education
Learning Behavior Specialist I
Orientation and Mobility
Visual Impairments

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Directory for Correspondence

Graduate Degree Programs, Specializations, and Departments

↓ Biological Sciences: Thomas L. Sims, Ph.D., departmental director of graduate studies
Blind Rehabilitation: See Special and Early Education
↓ Visual Impairments: See Special and Early Education
Vision Rehabilitation Therapy: See Special and Early Education

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COLLEGE OF EDUCATION

Department of Counseling, Adult and Higher Education
Master of Science in Education in Adult and Higher Education

This 36-semester-hour program offers theoretical and methodological bases for professional development, while providing comprehensive paraprofessional, scholarly, professional education for persons seeking careers in this field. A required core of learning experiences is supplemented by course work in areas of instruction, administration, and research to prepare both generalists and specialists. The program provides opportunities for individualization to take into account the student’s goals and needs and usually includes a faculty-supervised internship in programming, teaching, counseling, or evaluating. It prepares professionals in adult continuing education, community education, international and popular education, human resource development, student affairs and higher education, to work in contexts such as adult education organizations, higher education institutions, business and industry, and social agencies concerned with community problem solving.

Requirements

Students may focus their study in several professional areas such as human resource development, community education, adult English as a second language, and student affairs in higher education. In each case, students must work with an adviser to make sure that they have completed an acceptable program. Ordinarily, students without a sufficient background in adult and higher education will be required to complete an internship as part of their program of study.

The M.S.Ed. in adult and higher education requires a minimum of 36 semester hours. Students select from one of the following: a specialization in higher education or a specialization in adult education. In consultation with an adviser the student selects a thesis or non-thesis option.

In no case will a master's degree student be allowed to register for CAHA 598, Issues in Adult and Higher Education, or CAHA 699, Master's Thesis, or write the comprehensive examination without an official program of courses on file with the department having completed 27 semester hours of course work in a master’s level program approved by the adult and higher education adviser.

Non-Thesis Option

Specialization in Adult Education

Students are required to take 15 semester hours of the specialization core, 6 semester hours of research core, 3 semester hours of internship, and 12 semester hours in a focus area. Focus areas will be developed in consultation with and approved by the adviser. Students have the option to complete a certificate offered by adult and higher education.
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This specialization is designed to prepare students to assume a variety of administrative positions within academic institutions, community-based programs, healthcare, corporate businesses and governmental organizations. Students can choose to complete a focus area in teaching and adult development, community programming and development, or develop another focus area with adviser’s approval.

Specialization Core
CAHA 500 – The Nature of Adult and Higher Education (3)
CAHA 501 – Adult Learning: Maturity through Old Age (3)
CAHA 502 – Educating Culturally Diverse Adults (3)
CAHA 540 – Curriculum and Program Development in Adult Education (3)
CAHA 598 - Issues in Adult and Higher Education (3)

Research Core
CAHA 710 - Evaluating Adult Education Programs (3)
ETR 520 - Introduction to Research Methods in Education (3)
A research course approved by adviser (3)
Course work approved by adviser (21)

Internship Core
CAHA 586 - Internship in Adult and Higher Education (3)
(This requirement may be waived through current professional experience as approved by program adviser.)

Suggested Focus Areas
Twelve semester hours in one of the following focus areas with approval of adviser or a focus area developed in consultation with program adviser.

Teaching and Adult Development
Four of the following:
CAHA 530 - Instructional Theory and Practice in Teaching Adults (3)
CAHA 560 - Nontraditional Adult Higher Education (3)
CAHA 759 - Critical and Feminist Pedagogies in Adult and Higher Education (3)
ETT 535 - Distance Education: Design and Delivery (3)
ETT 536 - Web-Based Learning (3)
Elective approved by adviser (3)

Community Programming and Development
Four of the following:
CAHA 545 - Planning and Promoting Noncredit Adult Education (3)
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CAHA 581 - Community Project Development and Adult Education (3)
CAHA 722 - Adult and Higher Education in Social Context (3)
CAHE 544 - Alternatives in the Counseling and Placement of Adults (3)
Elective approved by adviser (3)

Specialization in Higher Education
Students are required to take 15 semester hours of the specialization core, 6 semester hours of research core, 3 semester hours of internship, and 12 semester hours in a focus area. Focus areas will be developed in consultation with and approved by their adviser. Students have the option to complete a certificate offered by adult and higher education.

This specialization is designed to prepare students to assume a variety of administrative positions within postsecondary institutions. Students can choose to complete a focus area in student affairs administration, higher education leadership, or develop another focus area with adviser’s approval.

Specialization Core
CAHA 598 - Issues in Adult and Higher Education (3)
CAHE 500 - Foundations of Higher Education (3)
CAHE 502 - Equity, Diversity, and Social Justice in Higher Education (3)
CAHE 503 - U.S. College Students (3)
CAHE 522 - Student Development in Higher Education: Programs, Issues, and Practices (3)

Research Core
CAHE 572 - Assessment Methods in Higher Education (3)
ETR 520 - Introduction to Research Methods in Education (3)

Internship Core
CAHA 586 - Internship in Adult and Higher Education (3)
(This requirement may be waived through current professional experience as approved by program adviser.)

Suggested Focus Areas
One of the following focus areas with approval of adviser or a focus area developed in consultation with program adviser:

Student Affairs Administration
Four of the following:
CAHA 562 - Helping Skills for Student Affairs Professionals (3)
CAHE 509 - Campus Environments and Student Cultures (3)
CAHE 523 - Advocacy, Outreach, and Interventions in Student Affairs (3)
CAHE 701 - Student Affairs Administration and Practice (3)
CAHE 702 - Student Development in Higher Education: Theory and Practice (3)
Elective approved by adviser (3)

Higher Education Leadership
Four of the following:
CAHA 555 - Seminar in the Community College (3)
CAHE 703 - Postsecondary Access in Higher Education (3)
CAHE 770 - The Administration of Higher Education (3)
CAHE 771 - Legal Aspects of Higher Education Administration (3)
CAHE 772 - Financing Higher Education (3)
Elective approved by adviser (3)

Thesis Option
Same as the non-thesis option except that instead of taking CAHA 598, Issues in Adult and Higher Education, for 3 semester hours, students complete 6 semester hours of program course work must be in CAHA 699, Master’s Thesis.

Comprehensive Examination
Students in the non-thesis option fulfill the comprehensive examination requirement by successfully completing either a comprehensive writing assignment while enrolled in CAHA 598 or an essay examination. Students in the thesis option fulfill this requirement in conjunction with the thesis defense.

Deleted:
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**Academy for Certification of Vision, Rehabilitation, and Education Professionals (ACVREP), Association for Education and Rehabilitation of the Blind and Visually Impaired.**

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Specialization in Blind Vision Rehabilitation Therapy

- SEVI 585B - Internship in Rehabilitation Teaching of Persons with Visual Impairments (6)
- SEVI 580B - Practicum in Rehabilitation Teaching for Persons with Visual Impairments (3)

One graduate level course in research, such as: SESE 792 or ETR 520 or approved by advisor. Candidates also may be required to complete prerequisite courses prior to enrolling in specific graduate courses.

Specialization in Orientation and Mobility

This specialization prepares 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 certification body of the Academy for Certification of Vision, Rehabilitation, and Education Professionals. Candidates may combine this specialization with the specialization for Blind Vision Rehabilitation Therapy and/or Visual Impairments.

Specialization in Visual Impairments

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 Vision Rehabilitation Therapy candidates who successfully complete the program requirements . . . .

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**COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY**

Department of Electrical Engineering

Interim Chair: Ibrahim Abdel Motaleb Donald Zinger
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Graduate Faculty

Master of Science in Electrical Engineering

Requirements for Integrated Accelerated B.S./M.S. Sequence

This integrated accelerated sequence leads to both the B.S. and M.S. degrees in electrical engineering and is open to all undergraduate electrical engineering majors who finished at least 90 semester hours of undergraduate work with a minimum GPA of 3.00. A minimum GPA of 3.00 must be maintained during the course of study. Failure to meet the requirements of the integrated accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met.

Students seeking to qualify for the integrated accelerated B.S. and M.S. sequence in electrical engineering must satisfy the following departmental requirements.

Department of Industrial and Systems Engineering (ISYE)

Integrated Accelerated B.S./M.S. Sequence

The plan is open to all industrial and systems engineering majors who have finished at least 90 semester hours of undergraduate work and have a cumulative GPA of at least 3.00. To enter the integrated accelerated sequence, a student must obtain early admission to the NIU Graduate School, and formulate a detailed plan of study, working closely with a faculty adviser.

Department of Mechanical Engineering

Master of Science in Mechanical Engineering

Admission to the graduate program in mechanical engineering requires a baccalaureate degree in mechanical engineering or related areas such as physics, mathematical sciences, chemistry, computer science, and
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engineering disciplines. NIU undergraduate majors in mechanical engineering can, however, be admitted to the integrated accelerated B.S./M.S. sequence after finishing 90 semester hours with a GPA of at least 3.00.

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COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Public Administration

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Specialization in Local Government Management

Specialization in Public Service Law and Management

Through a study of public administration and management in a legal context, students will gain an advanced capacity to assume a leadership role and use management skills to enhance the mission of government agencies and nongovernmental organizations as it relates to public law and management. In addition to learning skills and strategies for leadership and management, students will demonstrate an advanced ability to:

- Lead and manage in public governance with legal insights;
- Analyze, synthesize, think critically, solve problems, and make decisions related to the legal issues of a public organization;
- Articulate and apply a public service perspective while serving in a public organization or a law firm that serves nonprofit, local, state, and federal government agencies;
- Communicate, interact, and provide a legal perspective within a diverse and changing citizenry.

Students must demonstrate the ability to advance in one or more of the specialization competencies with a set of four or more law school courses (equivalent to 12 semester hours) approved by the department chair, and successful completion of the capstone project (PSPA 699B). Students enrolled in the Public Service Law and Management specialization must be enrolled in the NIU Law School or have earned a law degree from an accredited law school.

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