507. MANAGERIAL ACCOUNTING PRINCIPLES (2). Introduction to the study of the information required for decision making in management planning and control systems. Theory and application of product costing, operational control, cost allocation, and performance evaluation for manufacturing, merchandising, and service organizations. Topics include cost-volume-profit analysis, standard costing, budgeting, job order costing, activity based costing, and process costing. Open to students with fewer than 4 semester hours in accounting, or by consent of the department. A student may not receive credit for both ACCY 207 and ACCY 507. PRQ: ACCY 206 or ACCY 505 or equivalent or consent of department.

CAHE 500. FOUNDATIONS OF HIGHER EDUCATION (3). Introduction to the study of higher education, with emphasis on history, administration, and organization of various types of U.S. postsecondary institutions.

CAHE 503. U.S. COLLEGE STUDENTS (3). Overview of college student characteristics and patterns of participation in U.S. higher education. Examines the theoretical and research literature related to the
impact of the college on student development, persistence, and learning.

New Courses

**CIP Code:** 13.0403

CAHE 502. EQUITY, DIVERSITY, AND SOCIAL JUSTICE IN HIGHER EDUCATION (3). Addresses critical issues related to areas of diversity, equity, and social justice in higher education. Drawing from historical, contemporary, theoretical, and research-based literature, the course centers on aspects issues of access and participation, identity and identity development, campus policies, campus environments, and issues of inclusion, exclusion, and segregation.

CAHE 523. ADVOCACY, OUTREACH, AND INTERVENTIONS IN STUDENT AFFAIRS (3). Exploration of advocacy, outreach, and intervention strategies provided on college campuses, related to college student transitions, adjustments, and concerning behavior. Topics will included, but not be limited to, college student mental health; power-based interpersonal violence; health and wellness; stigma, climate, and familiarity attached to seeking resources and help; and various aspects of transitioning into a college campus community.

703. POSTSECONDARY ACCESS IN HIGHER EDUCATION (3). Explores historical, philosophical, individual, organizational, and policy-based perspectives to investigate postsecondary access from a holistic perspective. Consideration of the future of postsecondary access on federal, state, and local levels.

**CIP Code:** 13.1101

CAHC 715. CONCEPTS IN TRAUMA-INFORMED COUNSELING (3). Roles and responsibilities of counselors and other helping professionals in post-trauma exposure intervention. Covers types of potentially traumatic events, effects of trauma, assessment issues and potential outcomes, and common elements in treatment interventions for trauma.

CAHC 716. COUNSELING FOR COMPLEX TRAUMA (3). Roles and responsibilities of counselors and other helping professionals in working in settings wherein clients have experienced multiple exposures to traumatic stressors throughout childhood and continuing into adulthood. Examines the neurobiological, developmental, cognitive, behavioral and relational issues that emerge from childhood/lifespan abuse. Examines how to adapt treatment for clients presenting with complex trauma exposures.

CAHC 717. CREATIVE AND EXPERIENTIAL APPROACHES IN TRAUMA-INFORMED COUNSELING (3). Roles and responsibilities of counselors and other helping professionals in creative arts, drama, play, and other experiential approaches in trauma-informed counseling across the life span.
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Use of metaphor, somatic exercises, and body-based interventions.

CAHC 718. RESILIENCY AND WELLNESS IN TRAUMA-INFORMED COUNSELING (3). Roles and responsibilities of counselors and other helping professionals in the life span development of resistance, resiliency, and recovery skills during prevention, and early intervention. How to work with settings that have repeated community traumas, e.g., crime, and gun violence. Self-care of the counselor.

Course Revisions

CAHE 509. CAMPUS ENVIRONMENTS AND STUDENT CULTURES OF THE COLLEGE STUDENT (3). Concepts of culture, subculture, and societal participation with reference to college students and campus environments.

CAHE 701. PERSONNEL SERVICES IN HIGHER EDUCATION STUDENT AFFAIRS ADMINISTRATION AND PRACTICE (3). Comprehensive study of the organization, structure, and administrative relationships of personnel services in the collegiate setting. Includes admission, testing, records, housing, scholarships and loans, health and counseling, student activities, discipline, student government, and placement history, and practice of student affairs administration at various postsecondary institutions. Examines the ethical, educational, and administrative roles of student affairs practitioners.

CAHE 772. BUSINESS MANAGEMENT IN FINANCING HIGHER EDUCATION (3). Analysis of issues and problems of business management in colleges and universities. Analysis of mechanisms, sources, and theories related to the financing of U.S. higher education. Particular focus on examining current financial issues and policies at the national, state, and institutional levels.

Course Revisions

CAHA 500. THE NATURE OF ADULT AND HIGHER EDUCATION (3). Overview of adult and higher education with an introduction to philosophy, sociology, and history of the field. Significant trends and issues in diverse settings are examined.

CAHA 540. CURRICULUM AND PROGRAM DEVELOPMENT IN ADULT CONTINUING EDUCATION (3). … …

CAHA 545. PLANNING AND PROMOTING NONCREDIT ADULT CONTINUING EDUCATION (1-3). Strategies for needs assessment and marketing for noncredit adult continuing education; program models and techniques for reaching specific target audiences. Student-identified programming concerns considered through a practicum-workshop approach. May be repeated to a maximum of 3 semester hours.

CAHA 570. ORGANIZATION AND ADMINISTRATION OF ADULT CONTINUING EDUCATION (3). … …
CAHA 575. POLICY STUDIES IN ADULT CONTINUING EDUCATION (3). Critical analysis of the formation and implementation of adult continuing education policy within educational and other social institutions. Use of a variety of theoretical perspectives to examine selected case studies from the comparative adult continuing education literature and the students’ own work experience, as well as alternative adult continuing education policies.

CAHA 710. EVALUATING ADULT CONTINUING EDUCATION PROGRAMS (3). Advanced study of program design and evaluation methods necessary to analyze and improve programs in adult continuing education effectively.

CAHA 770. LEADERSHIP IN ADULT CONTINUING EDUCATION (3). Administrative theory and research related to current practice of leadership in the field of adult continuing education. Additional emphases include strategic planning; the development of public, institutional, or agency support; and the evolving roles of the adult education leader.

All University Sections

The Graduate School

Certificates of Graduate Study

Adult Continuing Education
Traffic Safety Education
Trauma-Informed Counseling

Directory for Correspondence

Graduate Concentrations and Certificates of Graduate Study
Traffic Safety Education: Chair, Department of Technology
Trauma-Informed Counseling: Chair, Department of Counseling, Adult and Higher Education

Admission to Graduate Study
**SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog**

**Graduate Record Examinations (GRE)**

In order to be admitted to the Graduate School, all applicants, other than those applying to programs in the College of Business, the transitional D.P.T, the M.F.A. or the M.A. with a specialization in studio art in the School of Art, the M.M. degree or Performer's Certificate programs in the School of Music, the M.F.A. with a specialization in acting or in design and technology in the School of Theatre and Dance, the M.S.Ed. in Kinesiology and Physical Education and the M.S.Ed. in Adult and Higher Education in the College of Education, or the M.S. in nursing in the School of Nursing and Health Studies, must have provided official scores on all sections of the General Test of the Graduate Record Examinations (GRE) to the Graduate School.

Applicants to graduate programs in adult and higher education, curriculum and instruction, early childhood education, educational psychology, elementary education, foundations of education, instructional technology, and literacy education, and the doctoral program in adult and higher education may submit Miller Analogies Test (MAT) scores in lieu of GRE scores.

**Department Changes**

**Other Catalog Change**

**Page 76, 2014-15 Graduate Catalog**

**Master of Science in Education in Adult and Higher Education**

**Admission**

Applicants may submit scores on the Miller Analogies Test (MAT) in lieu of GRE scores. Applicants will be reviewed holistically on their academic performance and preparedness for the graduate program. Each applicant must submit a goals statement outlining interest in the program, professional aspirations, and relevant experience. A CV/resume is also required. Two letters of recommendation are required from professors or supervisors who can provide supportive evidence of an applicant’s professional qualifications and potential for success in graduate study. Miller Analogies Test scores are not required. The adult and higher education admissions committee reserves the right to request an interview with an applicant if additional information is needed.

**Non-Thesis Option**

CAHA 500 - The Nature of Adult and Higher Education (3)

**Other Catalog Change**

**Page 80, 2014-15 Graduate Catalog**

**College Teaching (18)**

Three of the following (9)

CAHA 540 - Curriculum and Program Development in Adult Continuing Education (3)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

CAHE 509 – Campus Environments and Student Cultures of the College Student (3)

Higher Education (18)

Three of the following (9)

CAHE 509 – Campus Environments and Student Cultures of the College Student (3)

Certificates of Graduate Study

Adult Continuing Education (18)
The certificate of graduate study in adult continuing education is designed for professionals in adult education settings in higher education (community colleges, four-year colleges, and universities), … … coordinator.

CAHA 500 - The Nature of Adult and Higher Education (3)

CAHA 540 - Curriculum and Program Development in Adult Continuing Education (3)

Two of the following (6)

CAHA 575 - Policy Studies in Adult Continuing Education (3)

CAHA 710 - Evaluating Adult Continuing Education Programs (3)

College Teaching (18)

CAHA 540 - Curriculum and Program Development in Adult Continuing Education (3)

Higher Education (18)

Three of the following (9)

CAHE 701 - Personnel Services in Higher Education Student Affairs Administration and Practice (3)

CAHE 772 - Business Management in Financing Higher Education (3)
TRAUMA-INFORMED COUNSELING (12)

The certificate of graduate study in trauma-informed counseling is available to any graduate-level student in good standing. This certificate is designed to prepare or enhance master’s- or doctoral-level clinicians in various agency and treatment contexts. Courses focus on understanding elements of traumatic exposure, common threads of treatment and outcomes, trauma-sensitive care and organizational commitment, crisis intervention, and developmental, exposure-based, experiential and cognitive-behavioral approaches for multiculturally relevant treatment across the life span.

CAHC 593 - Crisis Intervention (3)
CAHC 715 - Concepts in Trauma-Informed Counseling (3)
CAHC 716 - Counseling for Complex Trauma (3)
One of the following (3)
   CAHC 717 - Creative and Experiential Approaches in Trauma-Informed Counseling (3)
   CAHC 718 - Resiliency and Wellness in Trauma-Informed Counseling (3)

DEPARTMENT OF EDUCATIONAL TECHNOLOGY, RESEARCH AND ASSESSMENT

New Course

CIP Code: 13.0601

ETR 535. MIXED-METHODS RESEARCH (3). Overview of mixed-methods research designs in which quantitative and qualitative procedures are combined to address research problems and answer research questions. Examination of the foundations of mixed-methods research, types of mixed-methods designs, and process of conducting mixed-methods research. PRQ: ETR 520, ETR 521, and ETR 525; or consent of department.

DEPARTMENT OF LEADERSHIP, EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS

Other Catalog Change

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

The major in curriculum and instruction prepares knowledgeable, reflective practitioners and instructional leaders to work in both formal and nonformal educational settings. Courses help educational practitioners clarify their professional purposes and improve the pedagogical environments in which they function. The major degree includes course work from curriculum leadership, environmental education, and secondary education. Students may choose to focus their course work on one of these in one area or combine course work to meet their professional needs.
Requirements
Programs of study must include a minimum of 33 semester hours, of which a minimum of 18 semester hours must be chosen from the major degree area. Students elect either the non-thesis, or thesis, option or teacher leader endorsement option.

Non-Thesis Option
↓
One graduate-level course in foundations of education approved by adviser (3)
TLCI 500 Curriculum, Instruction, and the Community (3)
TLCI 510 Critical Practices in Curriculum and Instruction (3)
Course work in the …
↓
Teacher Leader Endorsement Option (33)

The Teacher Leader Endorsement Option is designed to prepare licensed educators for leadership roles as mentor teachers, department chairs, curriculum directors, deans, and other quasi-administrative positions designated by a school district. The program of study is a blend of administrative and curriculum courses and is designed to share course work with the M.S.Ed. in Educational Administration (Principal Preparation). These shared courses give teacher leaders access to principles of effective leadership, school organization, supervisory behavior, and teacher evaluation. In addition, through course electives, students are encouraged to study in greater depth a content area related to their field.

M.S.Ed. in Curriculum and Instruction w/Teacher Leader Endorsement Option course work:
Administration Leadership Core (12)

LEEA –535 - Supervisory Behavior (3)
EPS –512 - Educator Teacher, Family, and Community: Relationships and Resources (3)
Curriculum and Instruction Core (12):
TLCI –505 - Site-based Curriculum Development (3)
TLCI –512 - Creating Learning Communities (3)
OR TLCI –795 - Seminar on Teacher Induction and Mentoring (3)
TLCI –537 - Improvement of Instruction (3)
OR TLCI 515 - Connecting Curriculum and Instruction to National Teaching Standards (3)
TLCI 598 – Master’s Culminating Project (3)
Educational Research and Data Analysis (3)
ETR 528 - Educational Assessment (3)
Elective courses selected in consultation with the student’s major adviser (6).
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

**Candidates wishing to obtain the Teacher Leader Endorsement must meet the following requirements in order to pursue and qualify for the Teacher Leader Endorsement option:**

Candidates must hold a valid and current Illinois Professional Educator License, be in a current full-time teaching or school support personnel position, and have two or more years of experience as a licensed educator in a Pre-K-12 setting.

Candidates must have successfully passed the Test of Academic Proficiency (TAP).

Candidates must have an undergraduate degree indicating a GPA of 2.75 or higher or a minimum 3.20 cumulative grade point average in all graduate course work.

Candidates must submit an Application Portfolio that includes:

- A letter indicating reasons for interest in the program;
- A current resume documenting required educational experiences in a Pre-K-12 setting;
- A letter of recommendation from the current building principal supporting the application that includes examples of the following: strong instructional skills within a safe and orderly classroom environment, data collection and analysis resulting in instructional revisions leading to improved student achievement, documentation of strong oral and written communication skills, and demonstration of strong leadership skills in his/her role that may translate into the role as a future teacher leader;

Documentation of at least two years of full-time, licensed educational experience in Pre-K-12 schools.

Two letters of recommendation written by teaching peers in the candidate’s current school.

Two authentic artifacts that provide evidence of the candidate’s ability to positively impact student achievement and learning.

Two authentic artifacts that provide evidence of the candidate’s leadership potential.

To remain in good academic standing, students in the Teacher Leader Endorsement(TLE) program must maintain a minimum GPA of 3.00 in all courses required for the Teacher Leader Endorsement. A student who fails to maintain a GPA of 3.00 in course work required for the Teacher Leader Endorsement may, upon recommendation of the program, be subject to termination of admission to the Teacher Leader Endorsement(TLE) program.

**Requirements for candidates choosing only Teacher Leader Endorsement (24):**

The option for pursuing only the endorsement option is available to candidates who already possess an M.S.Ed. The program of study for just the Teacher Leader Endorsement is 24 credit semester hours. Up to 12 semester hours can be applied from the candidate’s previously earned M.S.Ed. provided the courses demonstrate equivalency and meet program standards. In addition, applicants must meet the admission criteria noted above.

Course work requirements for pursuing only the Teacher Leader Endorsement only:

**Administrative Leadership Core:**

- LEEA 500 - Educational Organization and Administration: Principles, Concepts, and Structure (3)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

LEEA 501 - School Leadership and Data-based Decision Making Organization and Administration: Programs and Practices (3)
LEEA 535 - Supervisory Behavior (3)
EPS 512 - Educator Teacher, Family, Community: Relationships and Resources (3)

Curriculum and Instruction Core:
TLCI 505 - Site-based Curriculum Development (3)
TLCI 512 - Creating Learning Communities (3)
OR TLCI 795 - Seminar on Teacher Induction and Mentoring (3)
TLCI 537 - Improvement of Instruction (3)
OR TLCI 515 - Connecting Curriculum and Instruction to National Teaching Standards (3)
ETR 528 - Educational Assessment (3)

Thesis Option
↓

Department of Literacy and Elementary Education

Other Catalog Change Page 118, 2014-15 Graduate Catalog

Postsecondary Developmental Literacy and Language Instruction
↓
One of the following (3)
↓
CAHE 509 – Campus Environments and Student Cultures of the College Student (3)

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Allied Health and Communicative Disorders

New Course Page 168, 2015-16 Graduate Catalog

CIP Code: 51.0201

COMD 605. FUNDAMENTALS OF AUGMENTATIVE AND ALTERNATIVE COMMUNICATION IN SPEECH-LANGUAGE PATHOLOGY (3). Foundations of Augmentative and Alternative Communication (AAC) systems for individuals with complex communication needs and the role of the speech-language pathologist in assessment, design, and implementation of AAC systems across practice settings. PRQ: Admission to the speech-language pathology graduate program or consent of school.

Course Revisions Page 168, 2015-16 Graduate Catalog
COMD 604. CHILD LANGUAGE DISORDERS: SPECIAL POPULATIONS (3). Assessment procedures for and intervention with children with physical and/or cognitive impairments, intellectual disabilities. Topics include models of intervention for individuals with autism, mental retardation, intellectual disabilities, and developmental delay, and infants and toddlers at risk for developmental disorders. Use of augmentative and alternative communication systems will be studied. Additional topics may include communication programming for children with syndromes, traumatic brain injury, multiple disabilities, LEP language impairment, and selective mutism. PRQ: Admission to speech-language pathology graduate program or consent of school.

AHPT 610. FOUNDATIONS OF PHYSICAL THERAPY I (3). Development of skill in physical therapy evaluation procedures, including palpation techniques and examination techniques for the assessment of strength, range of motion, and flexibility. Topics include the following: joint biomechanics, kinematics and anatomical applications. PRQ: Consent of school.

AHPT 613. FOUNDATIONS OF PHYSICAL THERAPY IV (4). … …

AHPT 622. CLINICAL EXPERIENCE III (4). … …

AHPT 642. MEDICAL ISSUES DIFFERENTIAL DIAGNOSIS IN MUSCULOSKELETAL PHYSICAL THERAPY (3). … …

AHPT 652. NEUROLOGICAL REHABILITATION (6). … …

AHPT 657. PEDIATRIC PHYSICAL THERAPY (2). … …

AHPT 702. PHYSICAL THERAPY MANAGEMENT OF AGING AND COMPLEX PATIENTS I (2). Examination, evaluation and treatment of individuals with movement dysfunction secondary to aging and more complex medical problems or multi-system disorders. Topics include differential diagnosis, clinical decision-making, and evidence-based practice. PRQ: Consent of school.

AHPT 760. CLINICAL EXPERIENCE V (6). … …

AHPT 761. CLINICAL EXPERIENCE VI (6). … …

Course Revision Page 168, 2015-16 Graduate Catalog

COMD 691. ADVANCED PRACTICUM: EDUCATIONAL SPEECH LANGUAGE PATHOLOGY (1-12). Assessment and intervention experience in speech language services with students 3-21 years of age in the school setting. May be repeated to a maximum of 12 semester hours. Good academic standing required for enrollment in this course. PRQ: Admission to speech-language pathology graduate program,
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

COMD 687, and consent of school.

775. SEMINAR: SPEECH-LANGUAGE PATHOLOGY (1-3). Selected topics in speech-language pathology. May be repeated, but only 6 semester hours may be applied toward the M.A. degree. S/U grading may be used. PRQ: Admission to speech-language pathology graduate program or consent of school.

Course Revision

AHRC 686. PRE-PRACTICUM: REHABILITATION COUNSELING (1-3).

AHRC 690. ADVANCED PRACTICUM: REHABILITATION COUNSELING (3-4).

Other Catalog Change

Master of Arts in Communicative Disorders

Requirements
The master’s degree requires a minimum of 53.3 semester hours, at least 39 of which must be earned in nonpracticum courses.

Students are required to take the following:
COMD 603 - Communication Disorders in Early Childhood (3)
COMD 773 - Advanced Professional Issues in Speech-Language

Students are required to complete five 21 hours of the following:
COMD 604 - Child Language Disorders: Special Populations (3)
COMD 605 - Fundamentals of Augmentative and Alternative Communication in Speech-Language Pathology (3)
COMD 610 - Multicultural Aspects of Speech-language Pathology (3)

Students are required to complete the following practicum courses:
COMD 687 - Speech-Language Practicum: Speech and Hearing Clinic (8)
COMD 691 - Advanced Practicum: Educational Speech-Language Pathology (3-5)
COMD 692 - Advanced Practicum: Medical Speech-Language Pathology (3-5)

Thesis Option
The student must earn a minimum of 53.3 semester hours of graduate credit at least 39 of which must be earned in nonpracticum courses.

Non-thesis Option
The student must earn a minimum of 53 8 semester hours of graduate credit and pass an examination which will assess knowledge and ability in the specialization of graduate study.

Other Catalog Change Page 163-164, 2015-16 Graduate Catalog

Master of Arts in Communicative Disorders
↓
Course Requirements
↓
AHRC 686 - Pre-Practicum: Rehabilitation Counseling (4-8 4)
AHRC 690 - Advanced Practicum: Rehabilitation Counseling (6-4)
AHRC 694 - Internship: Rehabilitation Counseling (12)
AHRC 777 - Seminar: Rehabilitation Counseling (3)
↓
Grading Policies for Clinical Courses in All Three Specialties
Students must make satisfactory progress in clinical practicum and internship courses. Students who earn two grades of C or lower in clinical practicum courses (i.e., AUD 685, AHRC 686, COMD 687, AHRC 690, or AHRC 694) will be dismissed from the graduate program.

Other Catalog Change Page 165, 2015-16 Graduate Catalog

Doctor of Physical Therapy
↓
Program Requirements
↓
AHPT 613 - Foundations of Physical Therapy IV (4 2)
↓
AHPT 622 - Clinical Experience III (4 2)
↓
AHPT 642 - Medical Issues Differential Diagnosis in Musculoskeletal Physical Therapy (3)
AHPT 651 - Medical Issues in Neurological Physical Therapy (2)
AHPT 652 - Neurological Rehabilitation (6 5)
AHPT 657 - Pediatric Physical Therapy (2-3)
↓
AHPT 702 - Physical Therapy Management of Aging and Complex Patients I (2-3)
↓
AHPT 760 - Clinical Experience V (65)
AHPT 761 - Clinical Experience VI (65)

School of Nursing and Health Studies

New Course Page 192, 2015-16 Graduate Catalog
PHHE 661. PUBLIC HEALTH POLICY AND LAW (3). Introduction to the policymaking and legal processes that underpin the individual health-care and public health systems. Key topics include covering the uninsured, expanding prescription drug coverage, addressing rising health-care costs, improving quality of care, providing services for long-term care, and preparing for public health emergencies.

PHHE 669. COMMUNITY HEALTH PLANNING (3). Study … … implementation. PRQ: PHHE 601, PHHE 603, PHHE 605 PHHE 607, PHHE 609, PHHE 611, and PHHE 613, and or consent of school.

PHHE 698. MASTER’S COMPREHENSIVE EXAMINATION (1). Independent project completed over a time period specified by the school. May be repeated only once. S/U grading. PRQ: PHHE 669 and consent of school.

School of Nursing and Health Studies (NURS, PHHE)

The School of Nursing and Health Studies offers programs of graduate study leading to a Doctor of Nursing Practice (D.N.P.), Master of Science (M.S.) in nursing, a Master of Public Health (M.P.H.); two post-master’s certificates of graduate study—family nurse practitioner, and nursing education; and two certificates of graduate study—health education and public health. In addition, students seeking initial educator licensure or endorsement in health education may qualify for the M.A.T. or M.S.T. degrees with specialization in health education. The Doctor of Nursing Practice (D.N.P.) degree is also offered.

Clinical Requirements: Graduate Nursing Programs

Clinical requirements include documentation of a Registered Nurse (RN) license in Illinois, immunizations/immunity, criminal background checks, drug screening, Standard Precautions/Universal Precautions training, CPR Healthcare Provider certification, Health Insurance Portability and Acountability Act (HIPAA) training, completion of the NIU Online Tutorial on Academic Integrity, and proof of health insurance. Professional Liability Insurance is provided as part of student fees…

Grading Policies for Doctor of Nursing Practice, Nursing Master’s Degree, and Certificate Students

Nursing graduate students must earn a minimum grade of B in each required course in the required plan of study for the advanced practice or nursing education specialization.
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog  

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 master’s degree specialization or post-graduate certificate program to which they were admitted.

Admission

Admission to the D.N.P. is limited and competitive. To apply to the D.N.P. program, prospective students must submit completed application materials to the Graduate School no later than December 15, the application deadline as posted on the D.N.P. program website for the following fall semester. Prospective students are only admitted one time per year for matriculation in the fall semester. Admission decisions will be made within 3 months from the application deadline.

COLLEGE OF LIBERAL ARTS AND SCIENCES

All College Section

Certificates of Graduate Study

Southeast Asian Studies (12-22)

Requirements (12-22)

One of the following – Geography and History (3)

HIST 575 – The United States and Southeast Asia and the Indian Subcontinent (3)
HIST 590J, 591J – Special Topics in History: Asian (3)
HIST 6601 – Reading Seminar in Asian History (3)

Department of Anthropology

Course Revision

548, 554 USES AND ABUSES OF EVOLUTIONARY THEORY (3). Review of … ….
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Department of Communication

Course Revision

Page 215, 2015-16 Graduate Catalog

Media Studies

COMS 566. NARRATIVE SCRIPTWRITING (3). Focus on structure, development, and execution of a 100-page narrative fiction script for media. Emphasis on … …. PRQ: Consent of department.

Department of Economics

New Course

Page 221, 2015-16 Graduate Catalog

CIP: 45.0601

649. ALGORITHMIC TRADING (3). High-performance computational methods for high frequency and algorithmic trading. Topics include a review of available high-performance optimization hardware and software, machine learning, high-frequency market microstructure and models of financial markets, real time dynamic optimization, robotic trading algorithms, agent-based models, arbitrage strategies, and automated textual analysis. PRQ: ECON 647 and CSCI 689; or consent of department.

Course Revisions

Page 222, 2015-16 Graduate Catalog

791. COMPUTATIONAL ECONOMICS (2–3). Covers environments … …. PRQ: Consent of department.

793. SEMINAR IN QUANTITATIVE ECONOMICS, FINANCIAL AND TIME-SERIES ECONOMETRICS (3). Application of mathematical and statistical techniques to the analysis of economic and financial problems. May be repeated … ….

795. INTERNSHIP IN ECONOMICS (2–15). May be repeated to a maximum of 45–6 semester hours. PRQ: Written consent of department Graduate Committee.

Other Catalog Change

Page 220, 2015-16 Graduate Catalog

Certificate of Graduate Study

Financial Engineering (15)
Coordinator: Jeremy Groves, Director of Graduate Studies, Department of Economics

The Certificate in Graduate Study in Financial Economics is a non-degree interdisciplinary program with courses in economics, statistics, and computer science for a student seeking a practical program of study to prepare for technical or administrative positions in the financial industry.
The **CGS certificate** in Financial Engineering is open to all students admitted to degree and non-degree study at Northern Illinois University. All courses for the **CGS certificate** in Financial Engineering must be completed at NIU. Course work leading to the **CGS certificate** in Financial Engineering must be completed within six years immediately preceding awarding of the certificate. Students must earn a grade point average of at least 3.00 in courses used toward the **CGS certificate** in Financial Engineering. Courses completed for the **CGS certificate** in Financial Engineering may also be used to satisfy requirements for graduate degree programs.

**Program prerequisites:**
- familiarity with undergraduate financial economics
- computer programming in a language such as C, C++, Fortran, or Java

Students not satisfying the above prerequisites may be required to take the following courses:
- ECON 661 — Macroeconomic Analysis I MACROECONOMIC ANALYSIS I (2)
- ECON 661B — Introduction to Financial Economic Applications FINANCIAL MARKETS (1)
- CSCI 689 — Object-Oriented Design and Programming OBJECT-ORIENTED DESIGN AND PROGRAMMING (3)

**Requirements (9)**
- STAT 583 — Stochastic Processes I (4)
- ECON 584/STAT 584 — Financial Derivatives (3)
- ECON 791 — Computational Economics (2)
- ([MATH 535 — Numerical Analysis, may be substituted for ECON 791 with consent of department.])

**Electives (6)**
Two courses, including at least one CSCI course, must be chosen from the courses listed below:
- CSCI 531 — Parallel and Distributed Programming Models (3)
- CSCI 532 — Programming Non-Traditional Architectures (3)
- ECON 642 — Financial Engineering (3)
- ECON 649 — Algorithmic Trading (3)
- ECON 740 — Financial Economics I (3)
- ECON 743 — Financial Economics II (3)
- ECON 795 — Internship in Economics (1-6)

**Department of Geography**

**Course Revisions**

GEOG 503. **SOILS GEOGRAPHY AND ENVIRONMENTAL LAND USE PLANNING** (3). ....

GEOG 570. **WEB MAPPING** (3). Design and implementation .... **PRQ:** GEOG 557 and GEOG 567 **CRQ:** GEOG 559 or consent of department.
GEOG 790. ADVANCED SEMINAR (4-3)

All University Section

Interdisciplinary Academic Centers, Institutes, and Courses

Other Catalog Changes 2014-15 Graduate Catalog

Concentration in Latin American Studies

- GEOG 790D - Advanced Seminar: Regional Geography (1-9)

Other Catalog Changes 2014-15 Graduate Catalog

Master of Science in Geography

- Requirements

- GEOG 663 – Geographic Research Procedures (3)

At least 3 semester hours of topical advanced courses chosen from the following:
- GEOG 622 - Advanced Vegetation Geography (3)
- GEOG 660 - Advanced Spatial Analysis
- GEOG 662 - Advanced Urban Geography (3)
- GEOG 664 - Advanced Economic Geography (3)
- GEOG 665 - Advanced Field Methods (3)
- GEOG 670 - Advanced Climatology (3)
- GEOG 702 - Advanced Soil Landscapes (3)
- GEOG 753 - Advanced Human-Environmental Interaction (3)
- GEOG 760 - Advanced Geospatial Science (3)
- GEOG 790 A-K – Advanced Seminar (3), may be repeated up to 6 semester hours

Satisfactory performance on a comprehensive examination.

Other Catalog Changes 2014-15 Graduate Catalog

Doctor of Philosophy in Geography

- Advanced Topics Courses

At least 6 semester hours of topical advanced courses chosen from the following:

- GEOG 664 – Advanced Economic Geography (3)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

GEOG 665 – Advanced Field Methods (3)
GEOG 670 – Advanced Climatology (3)
↓
GEOG 760 – Advanced Geospatial Science (3)
GEOG 790 A-K – Advanced Seminar (3) – may be repeated up to 6 semester hours

Other Catalog Changes

Certificate of Graduate Study

Geographic Information Analysis (16-18)
↓
Course work from the following (16-18)
GEOG 503 – Soils Geography and Environmental Land Use Planning (3)
↓
GEOG 790J – Advanced Seminar: Methods and Techniques (1-3)
GEOG 790K – Internship Advanced Seminar: Mapping/Geovisualization (1-3)
↓

Department of History

Course Revisions

General

590 591. SPECIAL TOPICS IN HISTORY (3)
A. Ancient
↓
U. Global
Selected themes … …. Each lettered topic … … 9 additional semester hours of HIST 598 591 may be counted toward the M.A. program … ….

European History

552. EMPIRE AND NATION IN MODERN BRITAIN BRITISH EMPIRE (3). Interaction between empire and nation in Britain from the 18th century to the present. Impact of the “New British History on how we view the British past, the relationship between industrialization and imperial expansion, the gendering of nation and empire, and the impact of decolonization on evolving notions of British identity. History of the British Empire, with a particular focus on developments from 1750 to the present. Topics include the relationship between economic change and imperial expansion and decline, gender, race, the role of violence, nationalism and decolonization.

554. INDUSTRY, STATE AND SOCIETY IN MODERN BRITAIN VICTORIAN BRITAIN (3).
Impact of industrialization on British society between 1750 and 1914. Working class formation and elite reaction, urbanization, shifting conceptions of gender and work, and the changing nature of the state. Cultural, political and social developments in nineteenth-century Britain. Topics include class formation, gender, religion and social norms, shifting notions of politics and the state and imperial expansion.

Department of Mathematical Sciences

Other Catalog Change 2014-15 Graduate Catalog

Master of Science in Mathematics

Requirements

The student must complete at least 30 semester hours of graduate work, not more than 50 percent of which may be in courses numbered 500-599. At least 24 of these hours must be in mathematical sciences with at least 15 semester hours in mathematical sciences courses numbered 600 or above. All courses outside the Department of Mathematical Sciences must have departmental approval in advance.

Department of Philosophy

New Course Page 267, 2015-16 Graduate Catalog

CIP: 38.0101

620. TOPICS IN THE HISTORY OF PHILOSOPHY (3). May be repeated to a maximum of 6 semester hours provided no repetition of subject matter occurs. PRQ: Consent of department.

Other Catalog Change Page 266, 2015-16 Graduate Catalog

Master of Arts in Philosophy

Philosophy of Science, Language, and Mind (6)

One course in the following area (3):

History of Philosophy (3)

PHIL 529 – 20th Century Analytic Philosophy (3)

PHIL 620 – Topics in the History of Philosophy (3)

Department of Psychology

New Course 2014-15 Graduate Catalog
632. FOUNDATION IN TRAUMATOLOGY (3). This course examines the seminal and current literature on trauma prevalence, outcomes, and recovery. Traumatological theories that explain exposure rates and the onset of adverse psychological health are covered, as well as the inherent methodological difficulties associated with studying trauma. PRQ: Consent of department.