The meeting was called to order by 2014-15 GCCC Chair Howell.

Introductions were made.

ELECTION OF CHAIR

Bostwick made a motion, seconded by Strid, TO NOMINATE HOWELL AS CHAIR OF GCCC FOR 2015-16. Nominations were closed and Howell was voted in by acclamation.

APPROVAL OF AGENDA

Stoddard made a motion, seconded by Strid, TO APPROVE THE AGENDA FOR THE OCTOBER 12, 2015, GCCC MEETING. Motion passed unanimously.

ANNOUNCEMENTS

1. 2014-15 GCCC Annual Report. One of the changes listed in the annual report was clarified. Smith explained that curricular changes are shown by using strike-out for deletions and highlights for new text.

2. Section C Attachments, Items previously in Section B, now reported for inclusion in the 2015-16 and 2016-17 Graduate Catalogs. This is informational only for the GCCC. Smith explained that the GCCC already approved the curricular items in this document, but they needed additional approvals. This report is prepared when all the final approvals are received. She added that for some of the curricular items the final approval was received in time to implement with the 15-16 catalog, and others were received too late for the 15-16 catalog, but will be in the 16-17 catalog.

3. Section D Attachments, Items reported for inclusion in the 2015-16 catalog by another standing committee of the Graduate Council. This is also informational. Items in Section D are changes to the catalog that come from other committees of the Graduate Council. Most often the catalog changes here will come from the Standards Committee and typically address policies and procedures that are found in the front section of the catalog.

4. GCCC members are reminded that if they are unable to attend a GCCC meeting, they can name a
CONSENT AGENDA

Bostwick made a motion, seconded by Strid, TO APPROVE THE CONSENT AGENDA. Motion passed unanimously. The following minutes with no graduate curricular items were so received.

College of Business #8 (AY 14-15)
College of Business #9 (AY 14-15)
College of Business #10 (AY 14-15)
College of Business #11 (AY 14-15)
College of Health and Human Sciences #10 (AY 14-15)
College of Health and Human Sciences #11 (AY 14-15)
College of Health and Human Sciences #12 (AY 14-15)
College of Health and Human Sciences #13 (AY 14-15)
College of Health and Human Sciences #1
College of Liberal Arts and Sciences #13 (AY 14-15)
College of Liberal Arts and Sciences #14 (AY 14-15)

The following minutes with graduate curricular items were so received.

College of Health and Human Sciences #4
COLLEGE MINUTES FOR DISCUSSION

College of Business #1
Bostwick made a motion, seconded by Strid, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF BUSINESS #1 (9/8/15). Smith pointed out comments sent by Mantzke since she was unable to attend the meeting. New course ACCY 507 was noted. Motion passed unanimously.

College of Education #10 (AY 14-15)
Strid made a motion, seconded by Stoddard, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #10 (4/7/15). New courses in Counseling, Adult and Higher Education were pointed out as well as a new Certificate of Graduate Study in Trauma-Informed Counseling. Motion passed unanimously.

College of Education #11 (AY 14-15)
Stoddard made a motion, seconded by Strid, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #11 (4/21/15). A new course in Educational Technology, Research and Assessment was pointed out. Issues of nonduplication were discussed with regards to what is the purview of the GCCC. Smith said that she checks to be sure nonduplication is addressed and, if not, she tries to follow-up with the department proposing the new course. She added that GCCC members may suggest that other departments be consulted if they feel an area was overlooked. Motion passed unanimously.

College of Education #1
Bostwick made a motion, seconded by Strid, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #1 (9/1/15). New courses and new specializations in Counseling, Adult and Higher Education were noted. Howell said that the specializations position students a little better for specific areas of Adult Education and Higher Education. Motion passed unanimously pending BOT approval.

College of Health and Human Sciences #2
Bostwick made a motion, seconded by Stoddard, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #2 (9/4/15). A new course in public health was noted. Motion passed unanimously.

College of Health and Human Sciences #3
Stoddard made a motion, seconded by Strid, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #3 (9/18/15). They are proposing a new M.S. degree. They are taking the specialization in Rehabilitation Counseling out of the M.A. in Communicative Disorders and making it its own separate degree. Bostwick said that this specialization essentially functions as its own degree now. It was noted that this will need to go to the IBHE for final approval. Motion passed unanimously pending BOT and IBHE approval.
College of Liberal Arts and Sciences #1
Strid made a motion, seconded by Stoddard, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #1 (5/6/15). New courses in Psychology were noted. Motion passed unanimously.

Bostwick made a motion, seconded by Strid, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #1 (9/9/15). A new course in Philosophy was pointed out. Howell said that when he, Bond, and Smith met to set to the agenda, he had asked Bond if History needed to be consulted with on nonduplication and Bond said that there is no duplication with History. Motion passed unanimously.

College of Liberal Arts and Sciences #2
Stoddard made a motion, seconded by Bostwick, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #2 (9/16/15). Smith pointed out Mantzke’s comments, which led to a short discussion. It was clarified that the M.S. in Financial Risk Management is an existing program in the catalog, and the way they have presented the requirements is sufficient. Motion passed unanimously.

OLD BUSINESS

1. None.

NEW BUSINESS

1. None.

OTHER BUSINESS

Bostwick asked when and to whom she could bring forward an issue. She asked if the Graduate School required theses and dissertations go through plagiarism software. Bond responded that they do not. But, he added, that he has had a discussion on this issue with Carolyn Law, Dissertation Advisor. She did not think theses and dissertations needed to go through this software. Bostwick asked if the issue could be discussed at the next Graduate Council meeting and Bond advised her to send him a note so it can get put on the agenda.

The meeting adjourned at 10:45.
The next meeting of the Graduate Council Curriculum Committee is November 9, 2015, 10:00, Conference Room 304, Lowden Hall.

Respectfully submitted,
Donna M. Smith, Catalog Editor/Curriculum Coordinator
CIP: 52.03

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.

COLLEGE OF EDUCATION

All College Section

Workplace Learning and Performance (18)

CAHA 540 - Curriculum and Program Development in Adult Continuing Education (3)
CAHA 710 - Evaluating Adult Continuing Education Programs (3)

Department of Counseling, Adult and Higher Education

New Courses

CIP Code: 13.0403

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
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 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.

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.
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.

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.

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

Other Catalog Change Pages 11-12, 2014-15 Graduate Catalog

Certificates of Graduate Study
↓
Adult Continuing Education
↓
Traffic Safety Education
Trauma-Informed Counseling
↓

Directory for Correspondence

Other Catalog Change Page 15, 2014-15 Graduate Catalog

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

Other Catalog Change Page 17, 2014-15 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

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 (MAT) scores and GRE 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)

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

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)
- 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)

Other Catalog Change

Page 80-81, 2015-16 Graduate Catalog

Certificates of Graduate Study
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

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  Page 91, 2014-15 Graduate Catalog

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  Page 100, 2014-15 Graduate Catalog

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 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 –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, and Community: Relationships and Resources (3)

Curriculum & 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)

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 candidate’s current 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 only option is available to candidates who already possess an M.S.Ed. The program of study for just the Teacher Leader Endorsement only 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

GRADUATE COUNCIL CURRICULUM COMMITTEE
First Meeting/2015-16 Academic Year
October 12, 2015

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.
COMD 604. CHILD LANGUAGE DISORDERS: SPECIAL POPULATIONS (3). Assessment procedures for and intervention with children with physical and/or cognitive impairments, intellectual disabilities, mental retardation, intellectual disabilities, and developmental delays, 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 joint biomechanics, kinesiology, and anatomical applications. PRQ: Consent of school.

AHPT 613. FOUNDATIONS OF PHYSICAL THERAPY IV (42). … ….

AHPT 622. CLINICAL EXPERIENCE III (43). … …

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

AHPT 652. NEUROLOGICAL REHABILITATION (65). … …

AHPT 657. PEDIATRIC PHYSICAL THERAPY (23). … …

AHPT 702. PHYSICAL THERAPY MANAGEMENT OF AGING AND COMPLEX PATIENTS-I (23). 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 (65).

AHPT 761. CLINICAL EXPERIENCE VI (65).

Course Revision
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 (31-4).

Other Catalog Change

Master of Arts in Communicative Disorders

Requirements

The master’s degree requires a minimum of 538 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 (35)

COMD 692 - Advanced Practicum: Medical Speech-Language Pathology (35)

Thesis Option

The student must earn a minimum of 538 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.

**Master of Arts in Communicative Disorders**

**Course Requirements**
- AHRC 686 - Pre-Practicum: Rehabilitation Counseling (4-8)
- 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.

**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 (6.5)
- AHPT 761 - Clinical Experience VI (6.5)

**School of Nursing and Health Studies**

**New Course**
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 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 Accountability 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 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.
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 nursing graduate 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

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

548. **USES AND ABUSES OF EVOLUTIONARY THEORY** (3). Review of … ….
**Department of Communication**

**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**

**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**

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 semester hours. PRQ: Written consent of department Graduate Committee.

**Other Catalog Change**

**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 (2)
- ECON 661B → Introduction to Financial Economic Applications (1)
- CSCI 689 → 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 2014-15 Graduate Catalog

GEOG 503. SOILS GEOGRAPHY AND ENVIRONMENTAL LAND USE PLANNING (3)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

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.

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
CIP: 42.0101

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.
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 preservice scholarly, paraprofessional 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, 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 AHE 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
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog

Certificate offered by adult and higher education.

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 (24)

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 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)
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
CAHE 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 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.

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Allied Health and Communicative Disorders

AHRC 777. SEMINAR: REHABILITATION COUNSELING (3). Selected topics on the provision of rehabilitative services to persons with disabilities. May be repeated to a maximum of 12 semester hours, but only 9 semester hours may be applied to the master’s degree in rehabilitation-counseling communicative disorders. PRQ: Consent of school.

All University Sections

Northern Illinois University

Accreditation and Affiliation

In the College of Health and Human Sciences, … … (CAPTE). The Au.D. and M.A. with a specialization in speech-language pathology are accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech Language Pathology. The M.S. and a specialization in rehabilitation counseling with the M.A. in communicative disorders holds accreditation from the Council on
The Graduate School

School of Allied Health and Communicative Disorders
Master of Arts (M.A.) in Communicative Disorders
  with Specialization in Audiology
  Audiology
  Rehabilitation Counseling
  Specialization in Speech-Language Pathology
Master of Science (M.S.) in Rehabilitation Counseling
Doctor of Audiology (Au.D.)
Doctor of Physical Therapy (D.P.T.)

Admission to Graduate Study

Graduate Record Examinations (GRE)
↓
In order to be admitted to the Graduate School, … the M.S. Ed. in Kinesiology and Physical Education, the M.S. in rehabilitation counseling in the School of Allied Health and Communicative Disorders, or the M.S. in nursing in the School of Nursing and Health Studies, ….

Financial Support

Maximum Time Frame Requirement
↓
Master of Arts in Communicative Disorders 80
with a specialization in Rehabilitation Counseling

Master of Arts in Communicative Disorders 80
with a specialization in Speech-Language Pathology

Master of Arts in Psychology 72
↓
School of Allied Health and Communicative Disorders

- The M.A. specialization in speech-language pathology … … for the Certificate of Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association, state licensure, and school-licensure (Type 73, SLP Non-Teaching). The M.A. specialization in rehabilitation counseling is accredited by the Council on Rehabilitation Education and is designed to meet the academic and experiential requirements of the Certified Rehabilitation Counselor credential awarded by the Commission on Rehabilitation Counselor Certification.

- Master of Arts in Communicative Disorders
- Specialization in Audiology
- Rehabilitation Counseling

- Specialization in Speech-Language Pathology

- Master of Science in Rehabilitation Counseling

Doctor of Audiology (Au.D.)
Doctor of Physical Therapy (D.P.T.)

Admission

Rehabilitation counseling admits students each term. For qualified applicants to the program, a pre-admission interview must be completed before a final admission decision is made. The application deadline is February 1 for the fall and summer terms and September 1 for the spring term. To be assured consideration for admission in the master’s degree programs in communicative disorders with a specialization in rehabilitation counseling, prospective students must submit completed application materials (application forms, official transcripts, GRE general test scores, and letters of recommendation) to the graduate school by the stated application deadline.
SECTION C – Items previously in Section B, now reported for inclusion in the 2015-16 Graduate Catalog

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Economics

Master of Arts in Economics
The M.A. in economics is suitable either for students intending to pursue a Ph.D. in economics or for those seeking a practical program of study to prepare them for technical or administrative positions in business or government. For those seeking a career dealing with financial markets, the department offers a concentration in Financial Economics as part of its M.A. program.

↓

Course Requirements
ECON 660 – Microeconomic Analysis I (3)
↓
Students with an interest in applied economics… …offered outside the department.
↓
Students with an interest in the Concentration in Financial Economics are expected to complete the following courses: ECON 584, ECON 740, ECON 742, ECON 791 and STAT 583. Students who may be interested in entering the Ph.D. program in economics need to be aware that while ECON 661B and ECON 690B are required for the concentration in financial economics, ECON 661A and ECON 690A are required for the Ph.D. core courses ECON 761 and ECON 790 respectively.

Comprehensive Examinations
↓

BOT 6/19/14, Graduate Council 4/7/14, GCCC 3/17/14 Section B
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

p. 1 of 6

COLLEGE OF HEALTH AND HUMAN SCIENCES

School of Nursing and Health Studies

All University Sections

A Guide to Reading This Catalog

ABBREVIATIONS USED IN THIS CATALOG

Advanced Degrees

D. N. P.--Doctor of Nursing Practice

SCHOOL OF NURSING AND HEALTH STUDIES

Admission to Graduate Study

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, or the M.S. in nursing and the D.N.P. 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.
School of Nursing and Health Studies (NURS, PHHE)

The School of Nursing and Health Studies offers programs of graduate study leading to a 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 teacher certification 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.

The M.A.T. and M.S.T. degrees are administered by the university through the Graduate School with specializations in various teaching content areas. … ….

The D.N.P. degree prepares nurses (a) to practice in an advanced nursing role in a particular specialization and (b) to lead innovative, evidence-based practice initiatives that impact quality improvements and outcomes in healthcare systems. Both a post-bachelor’s degree and post-master’s degree D.N.P. program are offered.

Master of Science in Teaching (M.S.T.)

Doctor of Nursing Practice (D.N.P.)

The Doctor of Nursing Practice (D.N.P.) is a doctoral degree that prepares nurses (a) to practice in an advanced nursing role in a specialization and (b) to lead innovative, evidence-based practice initiatives that positively impact quality improvements and outcomes in healthcare systems.

The program of study requires a minimum of 1,000 hours of supervised clinical practice in an advanced nursing role and in the leadership component of the D.N.P. program.

Student learning outcomes for this degree are located at [the NIU Assessment website](http://).
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 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 three months from the application deadline.

Prospective students may apply to either the post-bachelor’s D.N.P. degree or the post-master’s D.N.P. degree program. Study in the post-bachelor’s degree D.N.P. program may be full or part time and will focus on education to practice in an advanced nursing role in a particular specialization (i.e., the advanced role component) as well as to lead innovative practice initiatives. Study in the post-master’s degree D.N.P. program will be part time for 6 semesters and will focus on education to lead innovative practice initiatives in healthcare systems (i.e., the D.N.P. leadership component).

Students are admitted to the nursing program provisionally until they have provided proof of meeting the clinical requirements outlined in the Nursing Student Handbook. Full admission to the nursing program is required to enroll in nursing courses.

Post-Bachelor’s Degree D.N.P.:

Eligibility

Current licensure with no encumbrances as a professional Registered Nurse (RN) in the U.S. Prior to beginning course work, students must hold or have applied for RN licensure.

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 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 non-graded baccalaureate program in nursing, CCNE accreditation is required. The applicant must provide documentation of course work which is essentially equivalent to that required in the baccalaureate 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 course work in nursing at NIU with a GPA of 3.20 or better.

Application Components

A 2-page, double-spaced Goal Statement to address:
Professional goals, desired field of study (for the advanced nursing role component) and how the NIU D.N.P. program will promote goal achievement. This statement should also include a paragraph regarding clinical practice experience in the past three years and the area(s) of practice specialty.

Identification of an issue (i.e., topic or problem) that requires a system-wide change in healthcare services or policies and a general plan for remediating this issue. The topic will serve as the basis for the applicant’s D.N.P. Scholarly Project. The statement must include a description of potential sponsors and location for Scholarly Project implementation.

Three professional letters of reference to provide evidence of the applicant’s professional qualifications. At least one reference should be from a professor or 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 mentor) who can address the applicant’s professional qualifications as a licensed professional registered nurse. One professional recommendation of the applicant’s choosing (e.g., the sponsor from a potential clinical site for the D.N.P. Scholarly Project). References should be provided on the Graduate School reference form. Ratings and comments must be included. Family members and personal friends are not considered professional references.

For qualified applicants, a pre-admission interview will be completed.

The approval of the nursing program Graduate Admissions Committee upon review of the aforementioned materials and completion of the interview.

The Graduate Record Exam (GRE) is not required for admission to NIU graduate nursing programs.

Post-Master’s Degree D.N.P.:

Eligibility

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

Cumulative GPA of 3.20 or higher in a Master’s degree program in nursing.

Current licensure with no encumbrances as a professional Registered Nurse (RN) in the U. S. Prior to beginning course work, students must hold or have applied for RN licensure.

Preferred current national certification as an advanced practice nurse in one of 4 roles: Clinical
SECTI0N C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

Nurse Specialist, Nurse Practitioner, Registered Nurse Anesthetist, Nurse Midwife.

Preferred current licensure without encumbrances as an Advanced Practice Nurse (APN) in one of the four roles by the start of course work for the D.N.P.; APN licensure in Illinois preferred.

Preferred one year experience as an Advanced Practice Nurse (APN).

Application Components

Submission of the applicant’s curriculum vitae (CV) or resume.

Three professional letters of reference to provide evidence of the applicant’s professional qualifications. At least one reference should be from a graduate faculty member in the applicant’s Master’s degree program who is able to address the applicant’s academic potential in the D.N.P. program. At least one reference must be from a current, professional nurse colleague who can address the applicant’s qualifications as a licensed professional RN and APN (if applicable) in a healthcare setting. One professional recommendation of the applicant’s choosing (e.g., the sponsor from a potential clinical site for the DNP Scholarly Project). References should be provided on the Graduate School reference form. Ratings and comments must be included. Family members and personal friends are not considered professional references.

A two-page, double-spaced Goal Statement to address:

Professional goals and how the NIU post-master’s degree D.N.P. program will promote goal achievement.

Identification of an issue (i.e., topic or problem) that requires a system-wide change in healthcare services or policies and a general plan for remediating this issue. The topic will provide the basis for the applicant’s D.N.P. Scholarly Project. The statement must include a description of potential sponsors and location for the Scholarly Project implementation.

For qualified applicants, a pre-admission interview will be completed.

A graduate-level statistics course must be completed prior to taking statistics in the D.N.P. program.

The approval of the nursing program Graduate Admissions Committee upon review of the aforementioned materials and completion of the interview.

The Graduate Record Examination (GRE) is not required for admission to NIU graduate nursing programs.
Course Requirements

All students are required to complete the D.N.P. degree leadership component, which is a minimum of 35 semester hours of graduate course work at NIU, beyond the graduate credits earned toward a master’s degree. The D.N.P. leadership component courses will be offered on a part-time basis for six semesters over three years.

Post-bachelor’s degree D.N.P. students must complete the curriculum for an advanced role as an Adult-Gerontology Clinical Nurse Specialist, Adult-Gerontology Primary Care Nurse Practitioner, or Family Nurse Practitioner before beginning the 35 credits of D.N.P. courses.

Advanced Role Component Courses (48 credits)

See Requirements for Master of Science Degree in Nursing Non-thesis Option (13 credits) AND Specialization in Adult-Gerontology Clinical Nurse Specialist (35 credits). OR Specialization in Adult-Gerontology Primary Care Nurse Practitioner. OR Specialization in Family Nurse Practitioner (35 credits).

D.N.P. Leadership Component Courses (35 credits)

Core Courses for D.N.P. Leadership Component (20 credits):
- UHHS 740 - Data Analysis in the Health Sciences (3)
- NURS 701 - Advanced Nursing Leadership (3)
- NURS 702 - DNP Research: Evidence-Based Practice Methods (3)
- NURS 704 - Clinical Prevention in Advanced Nursing (3)
- NURS 705 - Advanced Nursing Ethics (2)
- NURS 706 - Informatics for Evidence-Based Practice (3)
- Cognate/Elective (3)

Scholarly Project Courses for DNP (15 credits):
- NURS 710 - Scholarly Project I: Seminar (3)
- NURS 713 - Scholarly Project I: Clinical (2)
- NURS 720 - Scholarly Project II: Seminar (3)
- NURS 723 - Scholarly Project II: Clinical (2)
- NURS 730 - Scholarly Project III: Seminar (3)
- NURS 733 - Scholarly Project III: Clinical (2)

IBHE 8/11/15; BOT 12/4/14; Graduate Council 12/2/13; GCCC Section B 11/11/13
Admission to Graduate Study

Other Catalog Change

Application for Admission

Payment for the application fee must accompany the submission of the application, unless the applicant is exempt from the fee. The following individuals are exempt from payment of the application fee: NIU operating and supportive professional staff, employed and retired NIU faculty, individuals who received a GRE or GMAT fee reduction or fee waiver, McNair Scholars, and qualified veterans under the Illinois Veterans’ Grant (IVG) Program. Also exempt are students who have been enrolled in NIU graduate programs within one year prior to the start of the term for which they are seeking admission. Exempt applicants should contact the Graduate School to learn how to receive a fee-waiver code.

General Regulations

Other Catalog Change

Course Load

A graduate level student’s course load …….. written approval of the office of the dean of the Graduate School is required.

Graduate students holding assistantships …….. appointments specify otherwise and the exception has the written approval of the Graduate School.

An international graduate student in F-1 or J-1 …….. Graduate School. Permission can be granted only in circumstances defined by U.S. government regulations.

For the purposes of full-time enrollment certification …….. and 6 semester hours during summer term (if a student has a graduate assistantship during the summer).

Students may obtain certification …….. for purposes such as deferment of educational loans, for example.
A full-time load for a graduate student or student-at-large in a fall or spring semester is 9 semester hours and in the summer term is 6 semester hours. A graduate-level student’s course load includes all courses for which the student is registered. A course from which the student has officially withdrawn is no longer part of that student’s course load.

A student enrolled in less than a full-time load will not receive official verification of full-time status for any purpose.

International students on an F-1 or J-1 visa must be enrolled full time for the purposes of Student Exchange and Visitor Information System (SEVIS) reporting. International students must be enrolled in a minimum of 9 semester hours in each fall and spring semester. Except in circumstances allowed by Federal regulation, those hours must meet degree requirements of the academic program to which the student is admitted. International graduate students who have a documented requirement to enroll in an undergraduate course or courses to address a perceived deficiency meet requirements of SEVIS reporting if they are enrolled in a fall or spring semester while enrolled in a combination of the specified deficiency courses and courses that count toward their degree, provided that the total semester hours in which they are enrolled equals at least 9.

International students may not count audited courses toward meeting their enrollment requirement. International students on an F-1 or J-1 visa whose first term of study is the summer must enroll in 6 semester hours as described above. For the purpose of SEVIS reporting, continuing students need not enroll in the summer term. However, they may be subject to other university policies that require enrollment. (See “Assistants and Fellows” below and “Continuous Enrollment.”)

In circumstances defined by government regulations, international students may receive permission to register for less than full-time hours. Most commonly, students enrolled in their final semester of course work may request and receive an under load. An F-1 or J-1 student requesting such an under load must do so using the appropriate e-form on the Graduate School web page.

Additionally, for the purposes of full-time enrollment certification in SEVIS, international students in F-1 and J-1 status pursuing doctoral degrees registered for 3 semester hours will be considered full-time once all course work except 799 (dissertation) is complete and that continuous enrollment in 799 has begun, provided that they are not subject to the policies governing “Assistants and Fellows.” An international doctoral student requesting such an under load must do so using the appropriate e-form on the Graduate School web page.

All policies governing international student enrollment are ultimately governed by U.S. regulations and laws and are subject to change without notice.
Assistants and fellows who are U.S. citizens or lawful permanent residents and who hold assistantships during a fall or spring semester should carry 9 semester hours of course work throughout the semester. In the summer term, assistants should carry 6 semester hours.

Reduction of up to 3 semester hours in the expected course load requires that the assistant consult with his or her degree program coordinator and adhere to program policy on enrollment. Failure to adhere to program policy on enrollment may result in termination of the assistant and/or dismissal from the program. Any reduction greater than 3 semester hours must be approved in advance, in writing, by the appointee’s department chair and the office of the dean of the Graduate School. An e-form for requesting an under load can be found on the Graduate School webpage.

International assistants and fellows, except as previously described, must be registered for at least 9 semester hours of course work throughout the semester. If they are appointed to an assistantship or fellowship in summer, international assistants and fellows should be enrolled in 6 semester hours of course work; in the summer, international assistants and fellows are eligible for a reduction of up to 3 semester hours upon consultation with their program coordinator and eligible for a further reduction with prior approval, in writing, by the appointee’s department chair and the office of the dean of the Graduate School.

Maximum enrollment limits are established by the Graduate School. A student in good academic standing may register for up to 16 semester hours in the fall and spring semester and 13 semester hours in the summer session. Enrollment in more than the established maximum—an overload—may be granted in unusual circumstances on a case-by-case basis or when a student is planning to enroll in courses with staggered start and end dates so that the student is not actively engaged in excessive hours simultaneously. For a graduate student in a degree program, this approval must be obtained, in advance, from the student’s major department and the Graduate School; for a student-at-large, the prior written approval of the dean of the Graduate School is required. An e-form for requesting permission to enroll in excessive hours can be found on the Graduate School web page.

A graduate student or student-at-large on probation is urged not to attempt more than 9 semester hours in the fall or spring semesters or 6 semester hours in the summer term. Normally, requests for overloads for students on probation will not be approved.
All members of the comprehensive examination and thesis committee must hold the status of full, senior, or provisional member of the graduate faculty or serve as graduate faculty scholars. The majority of the voting members of the comprehensive examination and thesis committee must be tenured or tenure-track faculty members at Northern Illinois University; at least one-half of the voting members and the committee chair must be full or senior members of the graduate faculty; and voting members must be members of the graduate faculty in the student’s program or a closely related one as determined by the department chair. A provisional member of the graduate faculty or a graduate faculty scholar may, with a full or senior member of the graduate faculty, co-chair a comprehensive examination or thesis committee. With regard to the voting members of the comprehensive examination and thesis committee:

- A majority must be tenured or tenure-track faculty members at Northern Illinois University.
- At least one-half of the members must be full or senior members of the graduate faculty at Northern Illinois University.
- All members must belong to the graduate faculty in the student’s program or a closely related one as determined by the department chair (or designee).

A provisional member of the graduate faculty may, with a full or senior member of the graduate faculty, co-chair a comprehensive examination or thesis committee.

↓

**REQUIREMENTS FOR THE DEGREES**

**DOCTOR OF EDUCATION**

**DOCTOR OF PHILOSOPHY**

↓

**Composition of Committees**

Committees to conduct the candidacy examination and the oral defense of the dissertation will be nominated by the chair of the student's department, approved by the college, and appointed by the dean of the Graduate School. Candidacy examination committees must be appointed no later than the conclusion of the semester or term preceding the semester or term in which the student will take the examination; dissertation committees must be formed before or soon after the student passes the candidacy examination. Membership of candidacy and dissertation examining committees will include representatives of major and minor fields. The number of voting members on such committees normally will be three to five, and at least three are required. All members of the committee must hold the status of full, senior, or provisional member of the graduate faculty or serve as graduate faculty scholars at Northern Illinois University. The majority of the voting members of the committee must be tenured or tenure-track faculty members at Northern Illinois University; at least one-half of the voting members must be senior members of the graduate faculty; and all voting members must be graduate faculty members in the student’s program or a closely related one as determined by the department chair. A graduate faculty scholar or a full member of the graduate faculty may, with a senior member of the graduate faculty, co-chair a dissertation committee. In addition, the dean of the Graduate School will serve as an ex officio, nonvoting member of all committees to conduct the oral defense of the dissertation. The dean or a dean's designee is to participate in both parts of the defense. With regard to the voting members of the comprehensive examination and thesis committee:
SECTION D – Items reported for inclusion in the Graduate Catalog by another standing committee of the Graduate Council for the 2015-16 catalog

- A majority must be tenured or tenure-track faculty members at Northern Illinois University.
- At least one-half of the members must be senior members of the graduate faculty at Northern Illinois University.
- All members must belong to the graduate faculty in the student’s program or a closely related one as determined by the department chair (or designee).

A graduate faculty scholar or a full member of the graduate faculty may, with a senior member of the graduate faculty, co-chair a dissertation committee. In addition, the dean of the Graduate School or the dean’s designee will serve as an ex officio, nonvoting member of all committees to conduct the oral defense of the dissertation. The dean or a dean’s designee is to participate in both parts of the defense.

Tuition and Fees

General Student Fees – Tuition
Graduate student tuition covers a portion of the cost of instruction and operation of the university. Generally, the tuition that graduate students enrolled in face-to-face programs pay provides access to many student services and privileges such as the use of the University Health Service; use of gymnasium recreational facilities and participation in intramural activities; admission to the Huskie Bus service; athletic events, concerts, dramatic productions, lectures, and speeches; and subscriptions to certain student publications. Additional charges for such services and privileges may be imposed as necessary.

Special Fees

Degree-seeking application fee U.S. citizens (nonrefundable): $40.00 $60.00
Application fee international (nonrefundable): $60.00
Non-degree seeking [student-at-large] (nonrefundable): $10.00
Enrollment certification fee: $3.50
Examination fees
  - Miller Analogies Test: $75.00
  - Foreign language translation examinations
    - Average proficiency: $45.00
    - High proficiency: $65.00
Graduation fee (nonrefundable): $35.00
(If a student fails to graduate at the close of the term for which the application for graduation has been submitted and the fee paid, the application can be transferred to a subsequent term. See section entitled “Graduation” elsewhere in this catalog.)
New international student fee: $125.00
Regional site course delivery fee: $50.00–$321.00 per semester hour
SECTION D – Items reported for inclusion in the Graduate Catalog by another standing committee of the Graduate Council for the 2015-16 catalog

Replacement identification card (after the first is issued): $25.00
Transcript fee: $5.00

The following fees are established by outside agencies; in the case of microfilming fees or examinations administered through NIU, the fee is collected by NIU for transmission to the agency.

Examination fees
- Graduate Record Examinations
  - General Test (computer-based): $200.00
  - Subject Test (paper and pencil): $130.00
- Writing Assessment (computer-based): $50.00
- Graduate Management Admission Test (computer-based): $200.00

Class material fees, where applicable, will be billed as part of the total billing.

Regional Courses
Courses taught at regional sites are included in the calculation of tuition charges, but are excluded from total hours in the assessment of general student fees. Tuition charges are applicable to the total enrolled hours, with an additional delivery fee for each regional course. (See "Special Fees.")