The meeting was called to order by GCCC Chair Howell.

APPROVAL OF AGENDA

Mantzke made a motion, seconded by Stoddard TO APPROVE THE AGENDA FOR THE NOVEMBER 9, 2015, GCCC MEETING. Some clarifications were made as to what was included on the agenda and in Vibe. Motion passed unanimously.

ANNOUNCEMENTS

1. Minutes from the October 12, 2015, meeting were approved.

2. Section C Attachment, Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog. Smith noted that the items in this document were for the IBHE approval of two programs moving from Ed.D.s to Ph.D.s.

CONSENT AGENDA

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

College of Business #3

The following minutes with graduate curricular items were so received.

College of Business #2
College of Education #2
College of Engineering and Engineering Technology #1
College of Engineering and Engineering Technology #2
College of Engineering and Engineering Technology #4
College of Health and Human Sciences #5
College of Business #4
Stoddard made a motion, seconded by Mantzke, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF BUSINESS #4 (10/20/15). New certificate of graduate study in International Business and new course MGMT 640 were noted. **Motion passed unanimously.**

College of Education #3
Manderino made a motion, seconded by Mantzke, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #3 (10/6/15). New courses LESM 551 and LEEA 586C were pointed out. **Motion passed unanimously.**

College of Education #4
James made a motion, seconded by Manderino, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #4 (10/20/15) PENDING PRES. BAKER APPROVAL. New courses CAHA 702, CAHA 721, and SESE 555X were pointed out. There was a question on what needed Pres. Baker’s approval and Smith explained that it was the name change for an emphasis in the MS.Ed. in Special Education. **Motion passed unanimously.**

College of Education #5
Mantzke made a motion, seconded by Manderino, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF EDUCATION #5 (10/27/15). New course SEVI 586 was noted. **Motion passed unanimously.**

College of Engineering and Engineering Technology #3
Mantzke made a motion, seconded by Manderino, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY #3 (10/9/15). New courses MEE 527 and MEE 628 were noted. **Motion passed unanimously.**

College of Engineering and Engineering Technology #5
Bostwick made a motion, seconded by Stoddard, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY #5 (10/23/15). New courses ISYE 670 and MEE 635X were noted as well as the new certificate of graduate study, Simulation, Modeling and Data analysis. **Motion passed unanimously.**

College of Health and Human Sciences #7
Bostwick made a motion, seconded by Mantzke TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF HEALTH AND HUMAN SCIENCES #7 (10/16/15) PENDING BOT AND IBHE APPROVAL. Henry explained that the purpose of the majority of the changes in these minutes was structural and nothing substantive is being proposed. She add that the School of Nursing will be an independent entity with a new School of Health Studies being proposed. The changes in the minutes are just to separate the health studies programs from the School of Nursing. A concern from Dawkins, the UCIEL representative, was discussed. His concern dealt with the lack of state requirements for initial licensure. Henry explained that since nothing was done to the content of the program for these minutes, this has yet to be addressed. She added that the college is working on adding state requirements such as edTPA to their programs and that edTPA is also discussed on page 28 of these minutes. In addition to adding state requirements to their programs, Henry said that they are working with the Office of Educator Licensure and Preparation to address the middle grades. Motion passed unanimously.

College of Liberal Arts and Sciences #3
Mantzke made a motion, seconded by Manderino, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #3 (9/23/15). New course GEOG 601 was noted. Motion passed unanimously.

College of Liberal Arts and Sciences #6
Manderino made a motion, seconded by Mantzke, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #6 (10/21/15) PENDING BOT APPROVAL. A new specialization for the M.P.A was noted. Motion passed unanimously.

College of Liberal Arts and Sciences #7
Mantzke made a motion, seconded by Stoddard, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF LIBERAL ARTS AND SCIENCES #7 (10/28/15). New courses BIOS 589 and PSPA 693 were noted. Motion passed unanimously.

College of Visual and Performing Arts #1
Mantzke made a motion, seconded by Bostwick, TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF VISUAL AND PERFORMING ARTS #1 (9/24/15). New courses ARTE 544 and THEA 562 were noted. There was a discussion about long course titles and how those affect the catalog. Smith explained that there is no restriction on the length of a title for the catalog, but Registration and Records may have to abbreviate a long title in order for it to fit on the transcript. There was also a discussion regarding the process of verifying nonduplication. It was clarified that departments can state that they there is no duplication with other departments, but that it is within the purview of the GCCC to ask that a department reach out if they think the nonduplication statement for a new course is not efficient. So the motion was amended to read TO APPROVE THE GRADUATE-LEVEL CURRICULAR ITEMS IN COLLEGE OF VISUAL AND PERFORMING ARTS #1 (9/24/15) PENDING VERIFICATION OF NONDUPICATION FOR ARTE 544 FROM THE MIDDLE GRADES PROGRAM. Motion passed unanimously.
OLD BUSINESS

1. None.

NEW BUSINESS

1. None.

OTHER BUSINESS

Howell mentioned that the Graduate Council discussed plagiarism software at their last meeting; there is no gold standard for software. Many Graduate Council members felt that plagiarism can be avoided by students working closely with their advisors. Bostwick gave a specific example where she was asked to review a dissertation where the student had plagiarized her work. Howell felt that since there is no easy answer, this will continue to be an item of discussion for the Graduate Council.

The meeting adjourned at 10:35.

The next meeting of the Graduate Council Curriculum Committee is February 8, 2016, 10:00, Conference Room 304, Lowden Hall.

Respectfully submitted,
Donna M. Smith, Catalog Editor/Curriculum Coordinator
Certificates of Graduate Study

↓
Finance (12)

↓
International Business (12)

This certificate will prepare graduate students to identify and evaluate the challenges and opportunities in the diverse international business environment. It is designed to provide opportunities for students to develop a global perspective of the cultural, social, economic, and other factors that influence business practices.

Students must achieve grades of B or better in the courses applied toward the certificate and complete all certificate course work within six years immediately preceding awarding of the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.

Applications are available in the College of Business Office of MBA Programs. Students must be in good academic standing to be eligible.

Requirements:
MGMT 635 - Managing Individuals, Teams, and Organizations (3)
One of the following:
  MGMT 601 - International Study in Management (3)
  MKTG 601 - International Study in Marketing (3)
Two of the following:
  FINA 685 - International Business Finance (3)
  MGMT 647 - International Management (3)
  MKTG 656 - Global Marketing Strategy (3)

Department of Accountancy

Course Revision Page 64, 2015-16 Graduate Catalog

675. JUDGMENT AND DECISION MAKING IN ACCOUNTING (3). … …. PRQ—MGMT 615 with a grade of C or better.

All University Section
Examinations Required for Admission

Graduate Management Admission Test (GMAT)

Applicants for graduate study in ... ... years of professional managerial experience. With the approval of the Department of Accountancy, the GMAT score requirement may be waived for applicants to the M.A.S. program who have completed a baccalaureate degree from an accredited US institution. With the approval of the Department of Accountancy, ... ...

Other catalog change: Pages 59-60, 2015-16 Graduate Catalog

Master of Accounting Science Learning Goals and Objectives

The NIU Master of Accounting Science program provides advanced study in accounting to prepare students for the challenges of the professional practice of accountancy. Graduates from the NIU Department of Accountancy Master of Accounting Science (Leadership) will fulfill the following learning goals and objectives.

1. Our graduates will be technically proficient accounting and business professionals. Our students will demonstrate a thorough understanding of:
   - technical accounting knowledge appropriate to their chosen programs of study.
   - the integration of accounting and business knowledge in a variety of contexts, including financial statement analysis and business valuation.

2. Our graduates will be prepared to assume leadership roles as accounting professionals. Our students will demonstrate:
   - an understanding of leadership development theory.
   - the ability to solve problems in an environment of uncertainty or ambiguity.
   - an understanding of how to solve problems with a leadership perspective.
   - effective team management skills.

3. Our graduates will be effective researchers. Our students will conduct research to develop effective solutions to accounting and business problems, relying on appropriate technology tools, authoritative pronouncements, and data sources.

4. Our graduates will be effective communicators. Our students will:
   - communicate in a professional manner.
   - demonstrate effective feedback skills.
   - demonstrate effective facilitation skills.
   - exhibit professional business conduct.

5. Our graduates will be ethical accounting professionals. Our students will identify ethical issues, decision alternatives, consequences, and workable alternative
solutions by applying relevant professional standards and codes of conduct.

**Learning Goal 1: Apply accounting concepts and technology to solve problems.**
- Learning Objective 1: Demonstrate appropriate knowledge of technical accounting concepts.
- Learning Objective 2: Develop critical thinking skills necessary to solve problems.
- Learning Objective 3: Support conclusions using appropriate research and authoritative pronouncements.
- Learning Objective 4: Analyze problems with appropriate technology.

**Learning Goal 2: Demonstrate leadership and professional skills.**
- Learning Objective 5: Communicate accounting and business information clearly and persuasively.
- Learning Objective 6: Develop skills to receive and provide feedback.

**Learning Goal 3: Assess decision alternatives of ethical choices.**
- Learning Objective 7: Evaluate the ethical implications of increasingly complex and uncertain problems.

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**Phase Two**

The M.A.S. student must select specific courses leading to either the leadership or professional area of study. All M.A.S. students must complete ACCY 670, Accounting Research, or ACCY 645, Professional Tax Research; and ACCY 690, Accountancy Capstone/Financial Statement Analysis and Business Valuation. Students may focus their studies (as noted below) or may work with an adviser to tailor a program of study for the student’s specific academic and career goals.

The student is required to complete a minimum of 30 semester hours of work beyond Phase One and the baccalaureate degree. Of these 30 semester hours, at least 15 semester hours must be in accounting. At least six of the 30 semester hours must be in graduate-level courses in related areas outside the Department of Accountancy with the approval of the adviser. The total Phase Two credits accepted in transfer from other institutions may not exceed 9 semester hours.

The student must maintain a minimum of 3.00 in all graduate course work completed in Phase Two.

Students are required to complete a minimum of 30 semester hours of course work beyond Phase One and the baccalaureate degree. The total Phase Two credits accepted in transfer from other institutions may not exceed 9 semester hours. Students must maintain a minimum GPA of 3.00 in all graduate course work completed in Phase Two.

**Leadership Area of Study**

Students pursuing the Leadership area of study must also complete ACCY 675, Judgment and Decision Making in Accounting, MGMT 615, Managerial Leadership, and appropriate activities related to professional development in the Leadership area of study. The tracks within the Leadership area of study include financial reporting and assurance, managerial accounting systems, and taxation.
Financial Reporting and Assurance Track
ACCY 633 – Advanced Financial Reporting (3)
ACCY 650 – Advanced Issues in Taxation (3)
ACCY 664 – Financial Statement Auditing (3)
ACCY 670 – Accounting Research (3)
ACCY 675 – Judgment and Decision Making in Accounting (3)
ACCY 690 – Accountancy Capstone/Financial Statement Analysis and Business Valuation (3)
MGMT 615 – Managerial Leadership (3)
Nine College of Business elective hours, with at least three of these hours outside the Department of Accountancy (9)
Complete required professional development activities

Managerial Accounting Systems Track
ACCY 611 – Advanced Accounting Information Systems (3)
ACCY 622 – Managerial Accounting Information Systems (3)
ACCY 650 – Advanced Issues in Taxation (3)
ACCY 670 – Accounting Research (3)
ACCY 675 – Judgment and Decision Making in Accounting (3)
ACCY 690 – Accountancy Capstone/Financial Statement Analysis and Business Valuation (3)
MGMT 615 – Managerial Leadership (3)
Nine College of Business elective hours, with at least six of these hours in Operations Management and Information Systems courses (9)
Complete required professional development activities

Taxation Track
ACCY 645 – Professional Tax Research (3)
ACCY 647 – Corporate Taxation (3)
ACCY 649 – Partnership Taxation (3)
ACCY 656 – Tax Concepts and Property Transactions (3)
ACCY 675 – Judgment and Decision Making in Accounting (3)
ACCY 690 – Accountancy Capstone/Financial Statement Analysis and Business Valuation (3)
MGMT 615 – Managerial Leadership (3)
Nine College of Business elective hours, with at least three of these hours outside the Department of Accountancy (9)
Complete required professional development activities

Students pursuing the Leadership area of study must complete a minimum of 30 semester hours of coursework and all required activities related to professional development. Students may focus their program of study with an emphasis towards financial reporting and assurance, managerial accounting systems, or taxation, or may work with an adviser to tailor a program of study of the student’s specific academic and career goals.
At least eighteen (18) semester hours in accounting courses including:

**ACCY 670** — Accounting Research (3)

**OR ACCY 645** — Professional Tax Research (3)

**ACCY 675** — Judgment and Decision Making in Accounting (3)

**ACCY 690** — Accountancy Capstone/Financial Statement Analysis and Business Valuation (3)

In addition, students must take:

**MGMT 615** — Managerial Leadership (3)

Nine semester hours of elective course work approved by the Department (9)

Complete required professional development activities

**Professional Area of Study**
The Professional area of study is designed for working professionals who desire to earn the degree in an evening format while continuing to work full time in an organization. Students pursuing the Professional area of study must complete a minimum of 30 semester hours of course work.

**Fifteen (15) semester hours in accounting courses:**

**ACCY 633** — Advanced Financial Reporting (3)

**ACCY 650** — Advanced Issues in Taxation (3)

**ACCY 664** — Financial Statement Auditing (3)

**ACCY 670** — Accounting Research (3)

**ACCY 690** — Accountancy Capstone/Financial Statement Analysis and Business Valuation (3)

**Fifteen College of Business elective hours, with at least six of these hours outside the Department of Accountancy (15)**

An additional fifteen (15) semester hours of elective course work approved by the Department

Other catalog change: Page 61, 2015-16 Graduate Catalog

**Master of Science in Taxation Learning Goals and Objectives**
The NIU Master of Science in Taxation program provides advanced study in taxation to prepare students for the challenges of the professional practice of taxation. Graduates from the NIU Department of Accountancy Master of Science in Taxation program will fulfill the following learning goals and objectives.

1. **Our graduates will be technically proficient tax professionals.**
   - Our students will apply knowledge of primary tax authority with respect to:
     - the federal income taxation of corporations, partnerships, and property transactions.
     - the federal estate and gift taxes.
     - other specialized areas of taxation that complement each student’s career.

2. **Our graduates will be effective tax researchers.**
   - Our students will conduct research to develop effective solutions to tax questions, using appropriate technology tools and relying on appropriate primary authority.

3. **Our graduates will be effective communicators.**
Our students will:

- communicate tax solutions and/or recommendations in a professional manner.
- prepare tax returns and other filings in an appropriate manner.

4. **Our graduates will be ethical tax professionals.**

Our students will demonstrate an understanding of and an ability to apply professional standards and codes of conduct relevant to the practice of tax.

**Learning Goal 1: Integrate and apply knowledge of primary tax authority.**

Learning Objective 1: Demonstrate knowledge of primary authority and apply this knowledge to answer tax questions for various taxpayers and transactions.

Learning Objective 2: Research solutions for tax issues using appropriate primary authority.

Learning Objective 3: Communicate tax solutions and recommendations in a professional manner.

Learning Objective 4: Prepare tax returns and other filings to comply with stipulated reporting requirements.

**Learning Goal 2: Evaluate ethical business practices.**

Learning Objective 5: Apply relevant professional standards and codes of conduct to resolve ethical tax dilemmas.

Other Catalog Change: Page 61, 2015-16 Graduate Catalog

**Master of Science in Taxation**

**Student-at-Large and Transfer Credit**

A maximum of 9 semester hours earned as a student at-large at NIU may be applied toward the M.S.T. degree. The total semester hours accepted in transfer from other accredited institutions may not exceed 9 semester hours.

**Department of Management**

New Course: Page 68, 2015-16 Graduate Catalog

CIP: 52.02

640. LEADING TEAMS (3). Examination of ways to effectively lead teams in organizations, with a focus on issues related to team design, managing team processes, and evaluating team effectiveness. Activities highlight key applications of team research and development of team leadership skills. PRQ: All Phase One courses or consent of department.

**COLLEGE OF EDUCATION**

Other Catalog Change Page 75, 2015-16 Graduate Catalog
Educator Licensure
↓
Special K-12
Media
Library Information Specialist
Technology Specialist
Reading

Other Catalog Change  Page 76, 2015-16 Graduate Catalog

Director of Special Education (20)
This certificate is designed for school leaders seeking the Director of Special Education endorsement on the administrative (Type 75) certificate Professional Educator License (PEL). It is available to students who hold a Type 10 Special Education certification, have a minimum of four years of teaching experience at the time of application, and who attained a GPA of at least 3.20 in their most recent degree program. Individuals who do not have a master’s degree at the start of the program must have completed a master’s degree prior to recommendation for the Type 75 with Director of Special Education endorsement. Application materials for this certificate are available through the Department of Special and Early Education Department of Leadership, Educational Psychology and Foundations.

Department of Counseling, Adult and Higher Education

New Courses  Page 83, 2015-16 Graduate Catalog

CIP Code: 13.0403

CAHA 702. PHILOSOPHY OF POSTSECONDARY EDUCATION (3). Brings philosophical theories and discourses to bear on moral and political questions regarding the ultimate aims of post-secondary education. Inquiry will be guided by (Two questions in particular will guide our inquiry: 1) What is/should be moral and political nature of postsecondary education in today’s world? 2) How/do we promote democratic aims of postsecondary education through our work?

CAHA 721. APPLIED RESEARCH DESIGN IN ADULT AND HIGHER EDUCATION (3). Provides students with the opportunity to practice and apply their research design skills to an active adult and higher education research project (e.g., pilot study, dissertation). Emphasis will be placed on providing instruction and guidance in planning, conducting, and reporting research and providing students the opportunity to conceptualize, operationalize, and develop an adult and higher education research project.
Master of Science in Education in Counseling

Admission

Applicants to the program in counseling ... …, Gabel Hall 200, 815-753-1448. Applications and the other required material must be received by the Graduate School by February 1 for summer and fall admissions and by October 1 for spring admission. Admission to the master’s program in counseling is competitive and takes place once a year in the spring. Students are admitted for the summer session or fall semester. All materials must be received by the Graduate School and the Department of Counseling, Adult and Higher Education by February 1. All applicants … ….

Rationale: To coincide with students being able to participate in the Graduate Student & Assistantship Recruitment Program (GSARP) that is held the Friday before spring break. A February 1 deadline will give the faculty adequate time to review applications, hold interviews, and finalize the admissions process.

Other Catalog Change

Master of Science in Education in Counseling

Requirements

Non-Thesis Option

CAHC 593 - Crisis Intervention (3)
EPS 710 - Seminar in Lifespan Human Development (3)
ETR 520 - Introduction to Research Methods in Education (3)

One of the following:
EPS 505 - Issues in Human Development in the Elementary through High School Years (3)
EPS 507 - Issues in Human Development and Learning in the Middle School and High School Years (3)
EPS 510 - Adult Educational Psychology (3)
Course chosen in consultation with adviser (3)

One of the following areas of professional preparation (15)

Other Catalog Change

Doctor of Education in Adult and Higher Education

Admission

... Each applicant must complete a writing sample to be administered by the adult and higher education
faculties office, submit a writing sample (e.g., scholarly paper, professional report) of which the applicant is the sole author. Ordinarily, an interview with the adult and higher education admissions committee is required.

Other Catalog Change

Doctor of Education in Adult and Higher Education

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

Deficiencies

Students whose master’s degree is in a field other than adult and higher education will be required to take CAHA 500 and CAHA 501 as deficiency courses. These courses do not count toward the 63 semester hour minimum required in the doctoral program of study.

Requirements

Upon admission, a student is expected to meet with his/her adviser to complete a program of study. The doctoral program in adult and higher education requires a minimum of 93 semester hours of graduate work beyond the baccalaureate degree, including the dissertation. With the approval of the department and the office of the dean of the Graduate School, a master’s degree may be accepted in lieu of 30 of the 93 semester hours. Ordinarily a student’s program will consist of the following:

Course work constituting the common requirements in research methodology, learning and development, and sociocultural analyses (15). These requirements may not be met through independent study. At least 9 semester hours must be in research methodology, not including ETR 520 or its equivalent.

Adult and higher education (CAHA/CAHE) course work (minimum 18), excluding dissertation hours.

A cognate area outside of adult and higher education in a professional area such as human resource development, community education, English as a second language, gerontology, or higher education.

CAHA 799, Doctoral Research and Dissertation (15-30)

A typical doctoral program includes study in a variety of disciplines within the university. Ordinarily, a minimum of 9 semester hours of course work is pursued in other colleges within the university. These credits may be taken within the common requirements or the cognate.

Common Requirements (15)

CAHA 701 - Professional Practices in Adult and Higher Education (3)
CAHA 702 - Philosophy of Postsecondary Education (3)
CAHA 720 - Review of Research in Adult and Higher Education (3)
CAHA 721 - Applied Research Design in Adult and Higher Education (3)
CAHA 798 - Research Seminar in Adult and Higher Education (3)

Research Methodology Requirements (Minimum 9)

At least 9 semester hours must be in research methodology, not including ETR 520 or its equivalent. These requirements may not be met through independent study.
Major Field of Study (Minimum 18)
Adult and Higher Education (CAHA/CAHE) course work, excluding dissertation hours.

Cognate (Optional)
A cognate is a cluster of courses taken outside of adult and higher education in a professional area. A typical cognate includes a minimum of 9 semester hours of course work in other departments within the university.

CAHA 799 - Doctoral Research and Dissertation (Minimum 12)
When students pass the required exams and are eligible for dissertation, they must remain continuously enrolled and take a minimum of 3 credit-semester hours of dissertation hours (CAHA 799) per semester (Spring, Summer, and Fall) of dissertation hours (CAHA 799) to continue enrollment in the Ed.D. program.

Doctor of Philosophy in Counselor Education and Supervision

Admission

Admission to the doctoral program in counselor education and supervision … … the Department of Counseling, Adult and Higher Education by February 15. All applicants must complete and pass a criminal background check as part of their application process …

Doctor of Education in Counselor Education and Supervision

Course Requirements

CAHC 752 – Supervision in Counseling (3)
CAHE 765 – Consultation in Human Services (3)

ETR 531 – Program Evaluation in Education (3)

Or other appraisal course with approval of student’s program committee

ETR 722 - Educational Research Planning and Interpretation (3)

Electives selected in consultation with student’s program committee (9)

Department of Educational Technology, Research and Assessment

Course Revisions

Pages 90-92, 2015-16 Graduate Catalog

ETT 510. INSTRUCTIONAL MEDIA AND TECHNOLOGY (3). Overview of history, definitions, theoretical issues/trends, career options, and required competencies in the field of instructional technology and their impact on the effective selection, design, utilization, and evaluation of instructional media. PRQ or CRQ:
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

ETT 501 or consent of department.

ETT 511. ADVANCED INSTRUCTIONAL MEDIA DESIGN (3). PRQ: ETT 510 and ETT 429 or Pass ETT Proficiency Exam, or consent of department.

ETT 529. THEORIES OF INSTRUCTIONAL DESIGN AND TECHNOLOGY (3). PRQ: ETT 501 or consent of department. CRQ: ETT 510 or consent of department.

ETT 530. INSTRUCTIONAL TECHNOLOGY TOOLS (1-3). PRQ: ETT 429 or pass ETT Proficiency Exam, and ETT 510, or consent of department.

ETT 536. WEB-BASED LEARNING (3). PRQ: ETT 510 and ETT 429, or pass ETT Proficiency Exam, or consent of department.

ETT 538. DEVELOPING EDUCATIONAL SOFTWARE (3). PRQ: ETT 429 or pass ETT Proficiency Exam, and ETT 510, or consent of department.

ETT 550. ROLES OF THE INSTRUCTIONAL TECHNOLOGIST (3). PRQ: ETT 501 or ETT 510, or consent of department.

ETT 555. MEDIA DESIGN: MULTIMEDIA (3). PRQ: ETT 510, and ETT 429 or pass ETT Proficiency Exam, or consent of department.

ETT 556. MEDIA DESIGN: AUDIO MATERIALS (3). PRQ: ETT 510, and ETT 429 or pass ETT Proficiency Exam, or consent of department.

ETT 558. INSTRUCTIONAL VIDEO I (3). PRQ: ETT 510, and ETT 429 or pass ETT Proficiency Exam.

ETT 564. TRAINING AND PERFORMANCE TECHNOLOGY (3). Analysis … … recommendations. PRQ: ETT 510 or consent of department.

ETT 565. ADVANCED INSTRUCTIONAL DESIGN (3). PRQ: ETT 560 and ETT 562, or consent of department.

Course Revision

ETR 501. PROSEMINAR IN EDUCATIONAL RESEARCH AND EVALUATION (1-3). Current issues … … options in the field. May be repeated up to 3 credit hours.

Other Catalog Change
Master of Science in Education in Instructional Technology
This 39-semester-hour program ... ....

Requirements
The M.S.Ed. in instructional technology requires a minimum of 39 semester hours of graduate course work, determined jointly by the student and adviser. An approved program of courses includes general requirements in instructional technology, and electives as follows.

15 additional credit hours in major or approved by adviser.

Comprehensive Examination
The comprehensive examination ... program. Students must have completed 30 credit hours toward the M.S.Ed. degree in order to participate in the portfolio process.

Doctor of Education in Instructional Technology

Requirements
Program ... ... as follows.

Course work in research design and methods, learning and development theory, and sociocultural analyses of education (15)

Research core including ETR 521, ETR 525, and two additional ETR research electives agreed upon by student and advisory committee (12)

Additional course work in learning and development theory, or sociocultural analyses of education (3)

Additional instructional technology (ETT) courses, excluding dissertation hours (18)

Advanced Qualitative Methodology in Education (18)

One or both of the following:
ETR 739X - Fieldwork Methods in Educational Research (3)
ETR 745X - Interpretive Methods in Educational Research (3)
ETR 746X - Interview Methods in Educational Research (3)

One or two of the following:
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Department of Kinesiology and Physical Education

New Course

Page 101, 2015-16 Graduate Catalog

CIP Code: 31.0504

LESM 551. SPORT TICKET SALES (3). Practical application of sales strategies, techniques, operations, and practices specific to the sport ticketing industry. PRQ: Admission into the M.S. in sport management program or consent of department.

Course Revision

Page 101, 2015-16 Graduate Catalog

KNPE 597A. INTERNSHIP: PHYSICAL EDUCATION (1-6). Internship for students in the M.S.Ed. program in physical education. Supervised participation in field-based professional development activities to supplement theoretical background. May be repeated to a maximum of 6 semester hours. PRQ: Acceptance into graduate program and consent of department.

Course Revision

Page 101, 2015-16 Graduate Catalog

LESM 543. RESEARCH SEMINAR IN SPORT MANAGEMENT (3). Investigation and analysis of current issues and trends in sport management. Topics may vary depending on recent literature and research findings. This is a research and writing intensive course. May be repeated to a maximum of 6 semester hours when topic varies. PRQ: Admission into the M.S. in sport management program or consent of department.

Other Catalog Change

Page 95, 2015-16 Graduate Catalog

Master of Science in Sport Management

↓

Non-Thesis Option

Research Core (3)

LESM 543 - Research Seminar in Sport Management (3)

OR other graduate-level research methodology course approved by advisor (3)

Required Core Courses (12)

LESM 538 - Managing the Sport Enterprise (3)
LESM 539 - Sport and the Law (3)
LESM 542 - Sport Marketing and Promotions (3)
LESM 543 - Seminar in Sport Management (3)
LESM 544 - Sport Finance (3)

↓

Electives with approval of graduate program adviser (6) (9)

One graduate-level research methodology course approved by adviser (3)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Course-work from the College of Business selected in consultation with adviser (6)

Master of Science in Education in Kinesiology and Physical Education

Specialization in Adapted Physical Education

This specialization is designed for students with disabilities. KNPE 490, Adapted Physical Education, or equivalent, is a prerequisite for this specialization. In consultation with an adviser, the student selects either a thesis or non-thesis option.

Specialization in Exercise Physiology/Fitness Leadership

This specialization is for students and health clubs. Applied exercise physiology, chemistry, and a human anatomy and physiology course are prerequisites for this specialization. In consultation with an adviser, the student selects either a thesis or non-thesis option.

Secondary K-12 Licensure in Physical Education

The physical education entitlement program is designed for students interested in teaching physical education in Grades 6 to 12. The student plans a program of study in consultation with the adviser for educator licensure. Upon completion of physical education deficiencies, the physical education professional program, and professional education requirements for secondary licensure, the student may be recommended for admission to teacher education.

Deficiencies in Undergraduate Work

Candidates for the M.S.Ed. degree and K-12 educator licensure must show proficiency in the following courses, or their equivalent, through transcript evaluation.

- BIOS 311 - Functional Human Anatomy (4)
- OR BIOS 357 - Human Anatomy and Physiology (5)
- KNDN 220 - Recreational Dance Forms (2)
- OR KNDN 351, Multicultural Dance (1)
- KNPE 217 - Personal Health-Related Fitness Development (1)
- KNPE 225 - Fundamental Sport Skills I (2)
- KNPE 226 - Fundamental Sport Skills II (2)
- KNPE 235 - Fundamental Sport Skills (3)
- KNPE 262 - Standard First Aid (2)
- KNPE 313 - Mechanical Kinesiology of Motor Skills (3),
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

OR KNPE 314 - Applied Kinesiology (4)
KNPE 446 - Measurement and Evaluation in Physical Education School Settings (2)
KNPE 557 - Applied Physiology of Exercise (4)

Physical Education Professional Course Requirements

Minimum of 1 semester hour in each of the areas of fitness, dance, individual sports, and team sports.

KNPE 344 - Field Experience in the Elementary School (1)
KNPE 348 - Educational Dance for Children (2)
KNPE 365 - Introduction to Adventure Education (3), OR KNPE 366 - Lifetime Sports and Activities (3)
KNPE 367 - Tactical Approach to Teaching Games (3), OR KNPE 368 - Sport Education (3)
KNPE 466 - Field Experience at Outdoor Environments (1)
KNPE 467 - Field Experience in the Middle School (1)
KNPE 468 - Field Experience in the High School (1)
KNPE 544 - Field Experience in the Elementary School (1)
KNPE 545 - Assessment in Kinesiology and Physical Education (3)
KNPE 557 - Applied Physiology of Exercise (4)
KNPE 567A - Field Experience in the Middle School (1)
KNPE 567B - Field Experience in the High School (1)
KNPE 569 - Instructional Skills for Physical Education (3)
KNPE 570 - Field Experience at/in Outdoor Environments (1)
KNPE 577 - Physical Education in the Elementary School (3)

Professional Education Requirements

Students seeking secondary educator licensure must contact the adviser for educator licensure regarding professional education and should also see “Educator Licensure Information.”

Following completion of course work in the professional program in physical education and the professional education requirement, students are eligible to attempt the Illinois Educator Licensure Examination. Upon satisfactory completion of the initial educator licensure program, professional education requirements, and Illinois State Board of Education requirements, students will be recommended for licensure. Students may earn the M.S.Ed. degree by completing the additional hours required for the degree (normally 9-18 semester hours).
CIP Code: 13.0401

LEEA 586C. INTERNSHIP IN EDUCATIONAL ADMINISTRATION (3). This course is part of the culminating internship experience for candidates enrolled in the NIU Principal Preparation Program. It provides an opportunity for meaningful, competency-based administrative experiences at the building level. Students who are completing LEEA 586C as part of the 3-semester, 6-semester hour credit requirement for the principal endorsement to an Illinois Professional Educator License must register for 3 semester hours. PRQ or CRQ: LEEA 586B or consent of department.

Course Revision Page 114, 2015-16 Graduate Catalog

EPS 512. TEACHER EDUCATOR, FAMILY, AND COMMUNITY: RELATIONSHIPS AND RESOURCES (3). … …

Course Revision Page 115, 2015-16 Graduate Catalog

EPS 745X. INTERPRETIVE METHODS IN EDUCATIONAL RESEARCH (3). Crosslisted as EPFE 745 and ETR 745X. Emphasis on structuralist, poststructuralist, and semiotic theories and techniques in education to develop systematic hands-on interpretive projects. PRQ: ETR 525 or EPS 524 or consent of department.

Course Revision Page 116, 2015-16 Graduate Catalog

EPFE 745. INTERPRETIVE METHODS IN EDUCATIONAL RESEARCH (3). Crosslisted as EPS 745X and ETR 745X. Concentration Emphasis on structuralist, poststructuralist, and semiotic theories and techniques in education to develop systematic hands-on interpretive projects. PRQ: ETR 525 or EPS 524 or consent of department.

Other Catalog Change Page 103, 2015-16 Graduate Catalog

Master of Science in Education in Curriculum and Instruction

Non-Thesis Option
Thesis Option
Teacher Leader Endorsement Option

The major in curriculum and instruction prepares knowledgeable, reflective practitioners and instructional leaders to work in both formal and non-formal educational settings. Courses help educational practitioners clarify their professional purposes and improve the pedagogical environments in which they function. The major includes may include course work from in 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.

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

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, thesis or teacher leader endorsement option.

Teacher Leader Endorsement Option

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 a common core curriculum with the M.S.Ed. in Educational Administration (Principal Preparation). This common core gives 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 with teacher leader endorsement option course work:

a. A 12-semester credit hour Administrative Leadership Core with course work that is shared with the M.S.Ed. in Educational Administration (Principal Preparation Program): LEEA 500, LEEA 501, LEEA 535, EPS 512.

b. A 12-semester credit hour Curriculum and Instruction Core comprised of: TLCI 505 (also part of M.S.Ed. in Educational Administration), TLCI 512 OR TLCI 795, TLCI 537 OR TLCI 515, and TLCI 598.

c. A 3-semester credit hour course focused on educational research and data analysis: ETR 528.

d. 6 credit-semester hours of electives focused on student’s interests and professional goals. For example: English Language Learners, Special Education, Common Core Leadership, Outdoor/Environmental/Non-formal.

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 PreK-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 work.
- Candidates must submit an Application Portfolio that includes:
  - A completed NIU Admissions Application.
  - A cover letter indicating reasons for interest in the program.
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

- A current resume documenting required educational experiences in a PreK-12 setting.
- Documentation of at least two years of full-time, licensed educational experience in PreK-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.
- 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;
  - Demonstration of strong leadership skills in his/her current role that may translate into the role as a future teacher leader.

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 Teacher Leader Endorsement 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 courses demonstrate equivalency and meet program standards. In addition, applicants must meet the admission criteria noted above.

Course work requirements for just the Teacher Leader Endorsement-only:
- Curriculum and Instruction Core: TLCI 505 and TLCI 512; OR TLCI 795 and TLCI 537; OR TLCI 515 and ETR 528.

Foundations of Education and Policy Studies (18)

This certificate is designed to provide educators with a framework in historical, social, and/or philosophical foundations of education with an emphasis on issues of race, gender, and social class. It is available to any graduate-level student with a GPA of at least 3.00.

- EPFE 555 – Sociology of Classrooms (3)
- EPFE 557 – Sociology of Urban Education (3)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

EPFE 715 – Foundations of Educational Policy (3)
EPFE 721 – Seminar in American Educational Thought (3)
EPS 745X EPFE 745 EPFE 740X – Interpretive Methods in Educational Research (3)

Department of Literacy and Elementary Education

Course Revision Page 122, 2015-16 Graduate Catalog

LTIC 555. METHODS AND MATERIALS FOR ENGLISH LEARNERS WITH DISABILITIES (3).
Crosslisted as SESE 555X. Issues of … … disabilities.

Course Revision Page 124, 2015-16 Graduate Catalog

TLEE 587. TEACHING PRACTICUM IN EDUCATION (1-6). … …. Does not fulfill the student teaching requirement. S/U grading. PRQ: TLEE 560 and consent of department.

Department of Special and Early Education

New Course Page 132, 2015-16 Graduate Catalog

CIP Code: 13.1001

SESE 555X. METHODS AND MATERIALS FOR ENGLISH LEARNERS WITH DISABILITIES (3).
Cross-listed with LTIC 555. Issues of learning English as a new language for students with special needs. Addresses theoretical bases, instructional strategies, materials, and activities facilitating individualized education plans and interventions for English Learners with disabilities, particularly those with learning disabilities.

New Course Page 136, 2015-16 Graduate Catalog

CIP Code: 13.1009

SEVI 586. TOPICAL SEMINAR IN TEACHING STUDENTS WITH VISUAL IMPAIRMENTS (3). Trends and issues in the education of individuals with visual impairments across the full continuum of educational environments. PRQ: Consent of department.

Course Revisions Page 131, 2015-16 Graduate Catalog

SESE 512. METHODS FOR TEACHING STUDENTS WITH LEARNING DISABILITIES (3). … …. PRQ: ETR 534 ETR 524. SESE 540, or consent of department.
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

SESE 513. METHODS FOR TEACHING ELEMENTARY STUDENTS WITH HIGH INCIDENCE DISABILITIES (3). … … PRQ: ETR 534, ETR 524, SESE 540, or consent of department.

SESE 550. COUNSELING IN VISION BLIND REHABILITATION THERAPY (3). … …

SESE 559. PLANNING FOR THE TRANSITION FROM SCHOOL TO EMPLOYMENT, CAREER AND POSTSECONDARY EDUCATION FOR STUDENTS WITH DISABILITIES (3). … … PRQ: ETR 434 or ETR 534, ETR 524, and SESE 540; or consent of department.

SESE 601. METHODS FOR TEACHING STUDENTS WITH MILD DISABILITIES (4). … …. CRQ: ETR 534.

SESE 754. READINGS IN VISUAL IMPAIRMENTS (3). Directed readings in the area of visual impairments including, but not limited to, issues related to persons with visual impairments, the teaching of students with visual impairments, adult blind rehabilitation for adults who are blind or visually impaired, orientation and mobility, historical background, and current issues in the field. PRQ: Consent of department.

Other Catalog Change

Master of Science in Education

Admission

Decisions about admission to programs in the department are ordinarily made at least once each term. Applicants to the programs are not required to take the GRE or MAT to be assured of consideration. To be assured of consideration, completed applications containing all required data (application forms, official transcripts, and letters of recommendation) must be received by the Graduate School no later than June 1 July 15 for admission for the fall term, November 1 December 10 for admission for the spring term, and April 1 June 1 for admission for the summer session.

Other Catalog Change

Master of Science in Education in Early Childhood Education

Non-Thesis Option

One graduate-level course in research, such as: ETR 519 or ETR 520 or ETR 521, or approved by adviser (3)

Other Catalog Change

Master of Science in Education in Special Education
The Specializations … … master’s degree.

Candidates seeking licensure must successfully complete the Illinois Licensure Testing System Test of Academic Proficiency prior to admission to the Teacher Education Program in special education and the tests required by their licensure field prior to student teaching. Completion of all program requirements satisfies the requirements for Illinois educator licensure with endorsement as a Learning Behavior Specialist I. See also “Educator Licensure Information.”

The Specializations … …

Candidates seeking licensure must successfully complete the Illinois Licensure Testing System Test of Academic Proficiency prior to admission to the Teacher Education Program in special education and the tests required by their licensure field prior to student teaching. Completion of all program requirements satisfies the requirements for Illinois educator licensure with endorsement as a Learning Behavior Specialist I. See also “Educator Licensure Information.”

Specialization in Visual Impairments

Candidates seeking licensure must successfully complete the Illinois Licensure Testing System Test of Academic Proficiency prior to admission to the Teacher Education Program in special education and the tests required by their licensure field prior to student teaching. Completion of all program requirements satisfies the requirements. This program prepares candidates for Illinois educator licensure with endorsement as a Learning Behavior Specialist I. See also “Educator Licensure Information.”

Specialization in Learning Behavior Specialist I

This specialization prepares candidates to obtain an initial Illinois professional educator license with the cross-categorical Learning Behavior Specialist I endorsement. Candidates who successfully complete the program requirements and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for professional educator license for receiving university recommendation for licensure and special education endorsement in Learning Behavior Specialist I. This includes completing the Safety Tutorial prior to the first early clinical course, passing the Learning Behavior Specialist I content test and the General Education Curriculum test prior to student teaching, completion of the Teacher Performance Assessment (edTPA) during student teaching, and passing the Illinois Assessment of Professional Teaching Test (APT), which may be completed after student teaching. Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment may result in the candidate receiving a degree without university recommendation for licensure.
Specialization in Visual Impairments
This specialization prepares candidates to obtain an Illinois teacher license with endorsement in vision impairments. Candidates may combine this specialization with the specialization for Orientation and Mobility and/or Blind Rehabilitation. Candidates who successfully complete the program requirements and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for teacher license receiving university recommendation for licensure and special education endorsement in Visual Impairments. Successful completion of the program without receipt of a passing score on the state mandated Teacher Performance Assessment may result in the candidate receiving a degree without university recommendation for licensure. Candidates who already have an educator license may have courses and program requirements waived based on prior coursework and experience. This will be determined by the candidate’s graduate adviser and faculty liaison.

Master of Science in Education in Special Education

\[ \text{Requirements} \]

For a candidate whose undergraduate major was in special education, course work in other appropriate fields may be substituted for a portion of the special education course work, with the approval of the candidate’s adviser. However, in all cases, at least 50 percent of the semester hours required for the degree must be in special education. For candidates whose undergraduate major was not in special education or who have limited background in their chosen specialization, deficiency requirements may be established by the department. Deficiency course hours will not be counted toward the minimum 35 semester hours of the master’s degree program.

Specialization in Advanced Special Education Practices

\[ \text{SESE 592} \rightarrow \text{Seminar in Special Education (3)} \]
\[ \text{SESE 747} \rightarrow \text{Advanced Seminar in Special Education (3)} \]
\[ \text{SESE 593} \rightarrow \text{Collaboration in Advanced Special Education Practices (3)} \]
\[ \text{SESE 792} \rightarrow \text{Seminar: Single Case Research Methodologies and Evidence-based Practices in Special Education (3)} \]

Research course, such as SESE 792, or approved by adviser (3)
Foundations course, such as EPFE 510, EPFE 520, EPFE 521, EPFE 530, EPS 501, or approved by adviser (3)
Course work in the major (12-15)
Additional course work approved by adviser (12-15)
Successful completion of a comprehensive examination
The comprehensive examination is conducted in conjunction with the completion and presentation of project
Specialization in Blind Rehabilitation

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

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

Specialization in Orientation and Mobility

SEVI 585C - Internship in Orientation and Mobility Instruction of Persons with Visual Impairments (6)
SEVI 580C - Practicum in Orientation and Mobility Techniques for Persons with Visual Disabilities (3)

Elective course work with adviser’s approval

Specialization in Visual Impairments

SEVI 541 - Instructional Systems for Utilization of Low Vision (3)
SEVI 542 - Instructional Systems for Teaching Students Who Are Visually Impaired (3)
SEVI 552 - Collaboration Principles and Skills for Professionals Working with Persons with Visual Impairments (3)
SEVI 581 - Student Teaching in Elementary Special Education: Vision Impairments (3-6)
SEVI 582 - Student Teaching in Secondary Special Education: Vision Impairments (3-6)
SEVI 586 - Topical Seminar in Teaching Students with Visual Impairments (3)

Elective course work with adviser’s approval
Candidates also may be required to complete prerequisite courses prior to enrolling in specific graduate courses.
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Other Catalog Change Page 129-130, 2015-16 Graduate Catalog

Specialization in Orientation and Mobility
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SEVI 580C - Practicum in Orientation and Mobility Techniques for Persons with Visual Disabilities (3)
One graduate level course in research, such as: SESE 792 or ETR 520 or approved by advisor.
Elective course work with adviser’s approval

Specialization in Visual Impairments
↓
SEVI 582 - Student Teaching in Secondary Special Education: Vision Impairments (3-6)
One graduate level course in research, such as: SESE 792 or ETR 520 or approved by advisor.
Elective course work with adviser’s approval
↓

Other Catalog Change Page 129, 2015-16 Graduate Catalog

Specialization in Early Childhood Special Education
↓
SESE 587N - Practicum in Early Childhood Special Education (3-6)
SESE 792 - Seminar: Single Case Methodologies and Evidence-based Practices in Special Education (3)
One graduate level course in research, such as: SESE 792, or approved by advisor.
Elective course work with adviser’s approval (15-18)

Specialization in Learning Behavior Specialist I
↓
SESE 607 - Special Education Capstone/Pre-Student Teaching Seminar (1)
SESE 6084E - Field Experience in Special Education: Learning Behavior Specialist I (2-6)
SESE 609 - Elementary Practicum: Learning Behavior Specialist I (3)
SESE 610 - Secondary Practicum: Learning Behavior Specialist I (3)
SESE 792 - Seminar: Single Case Research Methodologies and Evidence-based Practices in Special Education (3)
ETR 524 - Assessing Students With Special Needs (3)
ETR 534 - Dynamic Assessment for Students with High-incidence Disabilities (3)
One graduate level course in research, such as: SESE 792, or approved by advisor.
In addition, individuals not currently holding a professional educator license (PEL) in the State of Illinois must include courses required by the State for the professional educator licensure (PEL). Your program advisor will have a list of the requirements and courses needed.
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Footnote:
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

1 Not required for students who have an Illinois Type 10 Special Educator Licensure. Professional Educator License endorsed in LBS1 pre-K to age 21.
2 With approval of the department, may be waived for students who are proficient in TLSE 583 course requirements and have documented sufficient professional experience.

Other Catalog Change

Assistive Technology Specialist (18)

SESE 521 - Technology for Students with Disabilities (3)
SESE 552 - Assistive Technology/Multiple Disabilities (3)
SESE 592 - Seminar in Special Education (3)
SESE 747 - Advanced Seminar in Special Education (3)
SESE 593 - Collaboration in Advanced Special Education Practices (3)

Behavior Intervention Specialist (18)
This certificate is designed for educators seeking additional competencies in behavioral assessment, positive behavioral support, and crisis management.

SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs (3)
SESE 578 - Issues and Trends in Teaching Students with Emotional and Behavioral Disorders (3)
SESE 592 - Seminar in Special Education (3)
SESE 747 - Advanced Seminar in Special Education (3)
SESE 593 - Collaboration in Advanced Special Education Practices (3)

Curriculum Adaptations Specialist (18)

SESE 559 - Planning for the Transition from School to Employment, Career and Postsecondary Education for Students with Disabilities (3), OR SESE 560 - Functional Analysis for Special Educators (3)

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

Multiple Disabilities Specialist (48)

SESE 549 - Evaluation and Instruction of Individuals with Multiple Disabilities (3)
SESE 604 - Assistive Technology and Methods for Teaching Individuals With Autism and
Developmental Disabilities (4)
SESE 559 - Planning for the Transition from School to Employment, Career and Postsecondary Education for Students with Disabilities (3)
SESE 560 603 - Functional Analysis for Special Educators (3)
SESE 592 - Seminar in Special Education (3)

**Or SESE 747 – Advanced Seminar in Special Education (3)**
SESE 593 - Collaboration in Advanced Special Education Practices (3)
SEVI 577 - Survey of Assistive Technology for Persons with Visual Impairments (3)

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

COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY

Other Catalog Change Page 137, 2015-2016 Graduate Catalog

**Master of Science in Teaching**

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**Specialization in Engineering Education**
The Master of Science in Teaching (M.S.T.) … …, (2) adolescent identity development, (3) action research, and (4) teacher leadership. **The program is only offered at the request of a school district.**

Department of Electrical Engineering

Course Revision: 2015-16 Graduate Catalog

557. **MICROPROCESSOR PROCESSOR BASED SYSTEMS** (3). Analysis of computer logic contemporary processor/core based systems including desktop, laptop, tablet computers, smart phones, MP3 players, Smart TVs. Emphasis on components such as memory, display, I/O, touch screen, USB, HDMI, Wi-Fi, BT, and GPS. Topics include parallel and serial i/o ports, memory interface, i/o interface, and interrupt interface. PRQ. ELE 356 or consent of department.

Other Catalog Change 2015-16 Graduate Catalog

**Digital Systems**

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**Requirements**
ELE 530 – Design with Field Programmable Logic Devices (3)
ELE 557 – Microprocessor **Processor Based Systems** (3)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Department of Industrial and Systems Engineering

New Course: 2015-16 Graduate Catalog

CIP CODE: 14.3501

670: DATA ANALYTICS FOR ENGINEERS (3). Crosslisted as MEE 635X. Applying analytical tools and techniques to effectively extract and interpret complex patterns found in large amounts of engineering data. Develop predictive modeling skills to make informed decisions on problems that occur in engineering practice. Major topics include: data visualization, modeling, classification methods, clustering, and learning algorithms. PRQ: ISYE 335 or STAT 350, or consent of the department.

Department of Mechanical Engineering

New Courses: 2015-16 Graduate Catalog

CIP CODE: 14.1901

527. PLC-BASED ROBOTICS IN AUTOMATED SYSTEMS (3). Fundamental concepts and architecture of Programmable Logic Controllers (PLCs), ladder logic programming, and interfacing/integration of sensors, switches, actuators, and other automation components such as a vision system. Case studies of automated systems controlled by PLCs in industry and robotics. Control of a robot system using commercial PLCs. PRQ: CSCI 240, and MEE 322 or ELE 380, or consent of department.

628. ADVANCED MECHANISM SYNTHESIS METHODS (3). Techniques for mechanism synthesis, including finite displacement and synthesis through optimization methods. Techniques for path, function, and motion generation problems. Application of Graphical User Interface (GUI) to the synthesis of planar and spatial mechanisms. PRQ: MEE 430, or consent of department.

635X. DATA ANALYTICS FOR ENGINEERS (3). Crosslisted as ISYE 670. Applying analytical tools and techniques to effectively extract and interpret complex patterns found in large amounts of engineering data. Develop predictive modeling skills to make informed decisions on problems that occur in engineering practice. Major topics include: data visualization, modeling, classification methods, clustering, and learning algorithms. PRQ: ISYE 335 or STAT 350, or consent of the department.

Other Catalog Change

Master of Science in Mechanical Engineering

Requirements for Graduates with a B.S. in Mechanical Engineering

Students must satisfy the following departmental requirements.
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Materials and Manufacturing – MEE 629, MEE 628, MEE 630, MEE 631, MEE 632, MEE 633, MEE 634, MEE 635X

Other Catalog Change

Certificates of Graduate Study

Simulation, Modeling and Data Analysis (12)

Course work for this certificate unifies the methods applied to design and simulation analysis of products and processes.

Complete the following four courses (12)
- MEE 580 – Finite Element Methods (3)
- MEE 631 – Computer Aided Design of Mechanical Systems (3)
- MEE 635X – Data Analytics for Engineers (3)
- MEE 658 – Computational Fluid Dynamics and Heat Transfer and Fluid Mechanics (3)
- MEE 635X – Data Analytics for Engineers (3)

Department of Technology

All University Section

Inter-college Interdisciplinary Certificates

Other Catalog Change

Homeland Security

Emergency Management and Response Track (15)

Five of the following (15)

TECH 533 – Toxicology for Chemical Hazards in Industry (3)

Course Revision: Page 156, 2015-16 Graduate Catalog

514. COMPUTER-AIDED MACHINE DESIGN (3). Features-based and parametric ………… product design data. PRQ: PHYS 150A, PHYS 150, PHYS 151, TECH 265, and TECH 311, or consent of department.
TOXICOLOGY FOR CHEMICAL HAZARDS IN INDUSTRY (3). Basic concepts of toxicity as it relates to chemicals used in businesses and industrial work places. Assessment of the hazards of chemicals and how to deal with them safely. PRQ: CHEM 110, CHEM 111, MATH 155 with a C or better, TECH 434 and TECH 437 or TECH 231 or TECH 245.

540. MONITORING AND EVALUATING EXPOSURES TO HAZARDOUS MATERIALS (3). Theory and radioactive agents. PRQ: CHEM 110, CHEM 111, PHYS 150A, PHYS 150, PHYS 151, and TECH 537, or consent of department.

581. ERGONOMICS (3). Study of the basic human training, and selection. PRQ: MATH 155, PHYS 150A, PHYS 150 and PHYS 151 or PHYS 250, and TECH 534 or consent of department.

582. INDUSTRIAL SAFETY ENGINEERING ANALYSIS (3). Practical safety analysis. PRQ: MATH 155, PHYS 150A, PHYS 150 and PHYS 151 or PHYS 210, TECH 231, TECH 245, TECH 534, and TECH 541, or consent of department.

COLLEGE OF HEALTH AND HUMAN SCIENCES

UHHS 565. ISSUES IN GERONTOLOGY (3). … PRQ: Consent of college gerontology program director.

School of Allied Health and Communicative Disorders

New Courses

AUD 683 CLINICAL OBSERVATION IN AUDIOLOGY (1). Observation and discussion of diagnostic and rehabilitative audiological procedures. May be repeated to a maximum of 2 semester hours. S/U grading. PRQ: Admission to the Au.D. program or consent of the school.
AUD 684. INTRODUCTION TO CLERKSHIP IN AUDIOLOGY (1). Observation, practice and discussion of diagnostic and rehabilitative audiological procedures for adults. May be repeated to a maximum of 2 semester hours. PRQ: AUD 683 with a grade of S, AUD 629 and AUD 677 with a grade of B- or better, or consent of school.

AUD 686. CLINICAL INTERNSHIP IN AUDIOLOGY (1). Advanced audiological practice including electrophysiological, balance, and auditory processing assessments, interdisciplinary staffings, group rehabilitation, and supervision. May be repeated to a maximum of 4 semester hours. PRQ: AUD 679, AUD 680, and AUD 685 with a grade of B- or better, or consent of the school.

AUD 692. EXTERNAL ROTATION IN AUDIOLOGY (1). Advanced practicum in audioligic assessment and management in an external setting. May be repeated to a maximum of 4 semester hours. PRQ: Consent of school.

Course Revisions Page 166, 2015-16 Graduate Catalog

AUD 606. NOISE AND ITS EFFECTS ON HUMANS (3). … … PRQ: Admission to the Au.D. program AUD 625 with a grade of B- or better, or consent of school.

AUD 612B. PROFESSIONAL ISSUES II: PRACTICE MANAGEMENT (2). … … PRQ: Admission to the Au.D. program AUD 612A with a grade of B- or better, or consent of school.

AUD 630. AUDITORY REHABILITATION (3). Selected topics in auditory aural rehabilitation with emphasis on the receptive aspects of communication and the impact on children and adults with impaired hearing. PRQ: Admission to the Au.D. program and AUD 629 and AUD 677 with a grade of B- or better, or consent of school.

AUD 675. PEDIATRIC AUDIOLOGY TREATMENT AND CASE MANAGEMENT (3). Significance … … case. PRQ: Admission to the Au.D. program, CRQ: AUD 678, or consent of school.

AUD 678. PEDIATRIC AUDIOLOGICAL ASSESSMENT (3). … … PRQ: Admission to the Au.D. program AUD 677 with a grade of B- or better, or consent of school.

AUD 680. EVALUATION AND TREATMENT FOR BALANCE DISORDERS (4). … … PRQ: Admission to the Au.D. program AUD 627 with a grade of B- or better, or consent of school.

AUD 693. EXTERNSHIP IN ADVANCED PRACTICUM: AUDIOLOGY (1-15). Advanced practicum in audioligic assessment and management in an external setting. May be repeated to a maximum of 21 semester hours. Good academic standing and fulfillment of clinical/practicum requirements are required for enrollment in this course. PRQ: Admission to the Au.D. program or Consent of school.
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

AUD 727. AUDITORY AND VESTIBULAR PATHOLOGY (3). … …. PRQ: Admission to the Au.D. program AUD 627 with B- or higher, or consent of school.

AUD 729. AMPLIFICATION II (3). … …. PRQ: Admission to the Au.D. program AUD 625 and AUD 629 with a grade of B- or higher, or consent of school.

AUD 773. SEMINAR IN AUDIOLOGY (1-3). … ….

AUD 779. ADVANCED ELECTROPHYSIOLOGIC ASSESSMENT OF THE AUDITORY SYSTEM AUDIOLOGICAL PROCEDURES (4-3). … …. PRQ: Admission to the Au.D. program AUD 679 with a grade of B- or better, or consent of school.

AUD 780. MEDICAL AUDIOLOGY (3). … ….. PRQ: Admission to the Au.D. program AUD 680 and AUD 727 with a grade of B- or better, or consent of school.

Course Revision

AUD 685. CLINICAL CLERKSHIP IN AUDIOLOGY PRACTICUM: SPEECH AND HEARING CLINIC (1). Observation, practice, and discussion of diagnostic and rehabilitative audiological procedures for adults and children. All Au.D. students involved in on-campus practicum in audiology enrolled in terms 3-5 must enroll in this course. May be repeated to a maximum of 10 semester hours.

Course Revisions

AHPT 703. ORTHOTICS AND PROSTHETICS IN PHYSICAL THERAPY MANAGEMENT OF COMPLEX PATIENTS II (2). … …. 

AHPT 799. Applied Research Methods in Physical Therapy II (3-3). Continued … … under faculty guidance. May be repeated up to 4 credit semester hours. PRQ: AHPT 709 or consent of school.

Other Catalog Change

Special Clinical/Practicum Requirements

Grading Policies for Clinical Courses
Students must make satisfactory progress in clinical practicum courses. Students who earn two grades of C or lower in clinical courses (i.e., COMD 687, COMD 690, COMD 691, or COMD 692) will be dismissed from the graduate program.

Other Catalog Change

Doctor of Audiology
Admission

To be assured consideration for admission to the Doctorate of Audiology (Au.D.) degree program at Northern Illinois University, prospective students must submit the following completed-application materials to the Graduate School no later than January 15 for fall admission. Admission to the Au.D. program is typically limited to the fall term, but exceptions will be considered in light of a review of deficiency course work. Admission to the Doctor of Audiology degree program is typically for full-time, on-campus study. An applicant for admission is generally expected to meet or exceed the following requirements.

- A minimum 3.240 GPA (on a 4.00 scale) in all undergraduate course work.
- Competitive scores on the GRE General Test.
- The Statement of Purpose is an integral part of the application. The statement should be no less than one page, but no more than two (2) pages. Students should use this opportunity to tell the admissions committee about their interests in audiology, as well as what makes them attractive candidates for the Au.D. program.
- Three (3) letters of recommendation from professors, clinical supervisors, or employers providing evidence of an applicant’s professional qualifications and ability to successfully complete doctoral work. At least two letters should be from persons in a position to write analytically about the applicant’s academic qualifications to pursue graduate studies and/or professional competence in audiology.

A prospective student who fails to meet the GPA requirement for admission may request special consideration of her or his application. Such requests must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. These requests will typically be considered from students completing undergraduate degrees in fields other than communication sciences and disorders. Decisions regarding admissions are made by the program’s admission committee on the basis of a total profile of an applicant’s qualifications. Specific course work requirements for admission are generally those necessary for successful completion of the baccalaureate degree in communicative disorders with an emphasis in audiology. Deficiency course work Note that applicants with degrees in disciplines other than communicative disorders are welcome to apply for admission to the Au.D. program. Applicants who lack key undergraduate course work may need to enroll in courses that will provide the fundamental knowledge needed to succeed in the program prior to admission, which will be determined on an individual basis.

Other Catalog Change

Doctor of Audiology

Requirements

CAHC 525/AHRC 605X - Counseling Skills and Strategies (3)
AUD 606 - Noise and Its Effects on Humans (3)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

AUD 680 - Evaluation and Treatment for Balance Disorders (4)
AUD 683 – Clinical Observation in Audiology (1)
AUD 684 – Introduction to Clerkship in Audiology I (1)
AUD 685 – Audiology Practicum: Speech and Hearing Clinic (8)  Clinical Clerkship in Audiology II (3)
AUD 686 – Clinical Internship in Audiology (3)
AUD 693 - Advanced Practicum: Audiology (30),  Clinical Clerkship in Audiology II (3)
AUD 694 – Externship in Audiology (18)
AUD 700 - Research Seminar (3),  OR ETR 520 - Introduction to Educational Research (3)
AUD 727 - Auditory and Vestibular Pathology (3)
AUD 729 - Amplification II (3)
AUD 773 - Seminar in Audiology (4)
Psychoacoustics (1)
Amplification III (3)
AUD 779 - Advanced Electrophysiologic Assessment of the Auditory System Audiological Procedures (4)
AUD 780 - Medical Audiology (3)
AUD 798 – Au.D. Research (6)  Students are required to complete 6 semester hours of AUD 798 culminating in the completion of a research project.
Statistics (3-4)
Elective (3) - Graduate-level elective subject to approval by program (3).

Other Catalog Change

Doctor of Physical Therapy

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

Program Requirements

Students must complete a minimum of 106.4 semester hours that include from the following list:

AHPT 622 - Clinical Experience III (42.3)
AHPT 703 – Orthotics and Prosthetics in Physical Therapy Management of Complex Patients II (2)
AHPT 709 - Applied Research Methods in Physical Therapy I (2)
AHPT 710 – Practice Issues in Physical Therapy (2)
AHPT 730 – Diagnostic Imaging for Physical Therapists (3)
AHRC 628 – Medical and Psychosocial Aspects of Disability (4)
BIOS 546 - Gross Human Anatomy (6)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

UHHS 560 - Introduction to Research in Health and Human Sciences (3)

Master of Arts in Communicative Disorders:

Specialization in Audiology

Admission

The M.A. in Communicative Disorders with a specialization in audiology is available to Doctor of Audiology students in good standing who require a master's degree prior to their fourth year external placement. After a student has successfully completed 60 credit-semester hours in the Au.D. program, he or she may apply for admission to the Master’s-master’s program. An applicant for admission to the program must meet or exceed the following requirements:

- A minimum cumulative GPA of 3.20 in Au.D. course work taken at NIU
- Academic advisor-adviser recommendation
- A typed statement describing the need for the master's degree

Program faculty will review the student's transcript, advisor-adviser recommendation, and student’s justification of need for degree. Once accepted to the master's program, a degree will be conferred allowing the student to continue to their fourth year placement.

School of Family, Consumer and Nutrition Sciences

All University Sections

The Graduate School

Other Catalog Change Page 162, 2015-16 Graduate Catalog

Facilities Management
Family and Child Development
Family Nurse Practitioner

Directory for Correspondence

Other Catalog Change Page 12, 2015-16 Graduate Catalog

Other Catalog Change Page 14, 2015-16 Graduate Catalog
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Graduate Concentrations and Certificates of Graduate Study

Environmental Health and Safety: Chair, Department of Technology
Family and Child Studies: Chair, School of Family, Consumer and Nutrition Sciences
Family Nurse Practitioner: Chair, School of Nursing and Health Studies

School Section

Other Catalog Change Page 171, 2015-16 Graduate Catalog

Certificates of Graduate Study

Eating Disorders and Obesity
Family and Child Development

Other Catalog Change Page 172-173, 2015-16 Graduate Catalog

Master of Science in Applied Family and Child Studies

Admission

Thesis Option Requirements
Students choosing the thesis option must take a total of 6 semester hours of FCNS 699A, and must be continually enrolled for at least one (1) credit hour for every semester once they begin their thesis study. Students choosing the thesis option complete the requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled for thesis hours during the semester(s) during which they defend and submit their thesis to the Graduate School.

Non-Thesis Option Requirements: Comprehensive Examination
Students choosing a non-thesis option will fulfill the comprehensive examination requirement by successfully completing a proctored essay examination. Students must be enrolled in the term in which the comprehensive examination is taken. Students choosing the thesis option fulfill the comprehensive examination requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled in the term in which the comprehensive examination is taken.

Admission

Special Requirements for Practicum

Thesis Option Requirements
Students choosing the thesis option must take a total of 6 semester hours of FCNS 699A, and must be continually enrolled for at least one (1) credit hour for every semester once they begin their thesis study. Students choosing the thesis option complete the requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled for thesis hours during the
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

semester(s) during which they defend and submit their thesis to the Graduate School.

Non-Thesis Option Requirements: Comprehensive Examination
Students choosing a non-thesis option will fulfill the comprehensive examination requirement by successfully completing a proctored essay examination. Students must be enrolled in the term in which the comprehensive examination is taken. Students choosing the thesis option fulfill the comprehensive examination requirement through the successful oral thesis defense and acceptance of the thesis by the Graduate School. Students must be enrolled in the term in which the comprehensive examination is taken.

Other Catalog Change
Page 172-173, 2015-16 Graduate Catalog

Master of Science in Nutrition and Dietetics

Admission
A … … M.S. degree.

The majority of vacancies in the program are filled shortly after February 15 for summer session, April 15 for fall semester, and September 15 for spring semester.

Non-Thesis Option Requirements
In addition to the requirements listed above, complete FCNS 698, 3 additional semester hours in FCNS 600A, and 3 additional semester hours in consultation with the assigned graduate program adviser. Students must also pass an oral comprehensive exam.

Other Catalog Change
Page 175, 2015-16 Graduate Catalog

Admission
A combined total of no more than 12 semester hours of graduate credit earned as a student-at-large plus transfer hours will be counted toward the M.S. degree.

The majority of vacancies in the program are filled shortly after February 15 for summer session, April 15 for fall semester, and September 15 for spring semester.

Non-Thesis Option Requirements
In addition to the requirements listed above, complete FCNS 698, 3 additional semester hours in FCNS 600A, and 3 additional semester hours in consultation with the assigned graduate program adviser. Students must also pass an oral comprehensive exam.

Other Catalog Change
Page 176, 2015-16 Graduate Catalog

Certificates of Graduate Study
Family and Child Development
The Certificate in Family and Child Development is intended for individuals who are working in the field, but who lack specific knowledge about family dynamics and human development, such as professionals employed by social-service agencies, juvenile justice facilities, child welfare programs, educational institutions, or medical fields. It is also intended for students enrolled in graduate degree programs and those in related fields who need to meet continuing education requirements or desire additional academic preparation. This certificate program may be completed online.

Admission to the Graduate School is a prerequisite to admission to the Graduate Certificate in Family and Child Development. Students wishing to apply to the Family and Child Development Certificate must possess a baccalaureate degree from an accredited institution.

A student pursuing the certificate program is expected to have a minimum of 6 semester hours of undergraduate course work in family and child studies, or the equivalent, including a course in marriage and family relations (3 semester hours) and one course in child or lifespan development (3 semester hours). If deficient, the deficiency courses should be completed during the first semester after admission to the certificate program. The deficiency courses must be met with a grade of B or better.

Admission to the certificate program requires approval of the Family and Child Development Certificate Admissions Committee. Procedures for admission to this certificate and other detailed information are available from the School of Family, Consumer, and Nutrition Sciences office. Application deadlines coincide with Graduate School deadlines.

Required Core (9):
- FCNS 532 (3) - Theories of Child Development (3)
- OR FCNS 584* (3) - Family Theories (3)
- FCNS 637 (3) - The Child in the Family (3)
- OR FCNS 684* (3) - The Family with Adolescents (3)
- FCNS 685 (3) - Family Stress and Structural Diversity (3)

Two of the Following Content Courses (6):
- FCNS 582 (3) - Child Abuse and Neglect
- FCNS 545 (3) - Management of Human and Family Resources (3)
- FCNS 582 - Child Abuse and Neglect (3)
- FCNS 583 (3) - Social Policy, Children and Families (3)
- FCNS 588 (3) - Working with Ethnically Diverse Children and Families in the United States (3)
- FCNS 784 (3) - Theoretical Foundations of Family Therapy (3)

*Additional courses with approval of the advisor.
Certificates of Graduate Study

Law and Women’s and Gender Studies

Course work leading to the certificate of graduate study in law and women’s and gender studies permits study of the intersection … …. Students interested in pursuing this certificate are advised to consult with the director of the Center for the Study of Women, Gender, and Sexuality, women’s studies or the associate dean of the College of Law … …. Requirements (12)

Students must complete one course from each of the following sections I through IV. With the approval of the associate dean of the College of Law and the director of the Center for the Study of Women, Gender, and Sexuality, topics courses in the College of Law may meet the certificate requirements under Section III when substantial treatment of law and women’s and gender studies is included in the course.

With the approval of the director of the Center for the Study of Women, Gender, and Sexuality, Women’s Studies Program, independent study and topics courses in a variety of departments may meet the certificate requirements under Section IV when substantial treatment of law and women’s and gender studies is included in the course. Non-law students may register for Law courses only with approval of the associate dean of the College of Law.

I. WGST 620 – Feminist Theory (3)
II. One of the following (3-4)
   LAW 800.2 – Externship (4)
   (Available only to College of Law students)
   (Topic and placement require advance approval by associate dean of the College of Law and director of the Center for the Study of Women, Gender, and Sexuality Women’s Studies)
   LAW 805 – Domestic Abuse Clinic (4)
   (Available only to College of Law students)
   WGST 602.2 – Internship (3)
   (Topic and placement require advance approval by director of the Center for the Study of Women, Gender, and Sexuality Women’s Studies)

III. One of the following (2-3)
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LAW 610 – Family Law (3)
LAW 672 – Employment Discrimination (2)
LAW 685 – Gender and the Law (3)
LAW 693 – Gender and the Constitution (3)
LAW 696 – Sexuality and the Law (3)
LAW 795 – Directed Research (3)
(Topic requires advance approval by associate dean of the College of Law and director of the Center for the Study of Women, Gender, and Sexuality. Women’s Studies)
LAW 900 – Seminar (3)
(Topic requires advance approval by associate dean of the College of Law and director of the Center for the Study of Women, Gender, and Sexuality)

IV. One of the following (2-4) or an additional course from Section II. Courses marked with an asterisk must meet this requirement when substantial treatment of women’s and gender studies is included and the course is approved in advance by the director of the Center for the Study of Women, Gender, and Sexuality.

ANTH 522 – Gender in Southeast Asia (3) ANTH 568 – Anthropology of Gender (3)
CAHA 759 – Critical Feminist Pedagogies in Adult and Higher Education (3)
#CAHC 592 – Special Topics in Counseling (1-3)
(May meet the certificate requirements when substantial treatment of women’s studies is included.)
(Requires advance approval of the director of Women’s, Gender, and Sexuality Studies.)
CAHC 595 – Women and Careers (3)
COMS 640 – Seminar in Communication and Gender (3)
#EPFE 590 – Workshop in Education (1-3)
(May meet the certificate requirements when substantial treatment of women’s studies is included.)
(Requires advance approval of the director of Women’s, Gender, and Sexuality Studies.)
EPFE 703 – Seminar: Gender Issues in Educational Thought (3)
#FCNS 600B – Seminar: Family and Child Studies (3-12) Family and Child Studies
B. Seminar: Family and Child Studies
Students must take this course for 3 semester hours

May meet the certificate requirements when substantial treatment of women’s studies is included.)
(Requires advance approval of the director of Women’s, Gender, and Sexuality Studies.)
HIST 502 – Gender and Sexuality in History (3)
HIST 513 – Family, Sexuality, and Society Since 1400 (3) HIST 573 – Topics in Women's History (3)
#HIST 610 – Reading Seminar in U.S. History (3)
(May meet the certificate requirements when substantial treatment of women’s studies is included.)
(Requires advance approval of the director of Women’s, Gender, and Sexuality Studies.)
ILAS 650 – Lesbian, Gay, Bisexual, and Transgender Studies (3)
MGMT 528 – Equal Opportunity and Employment (3)
#PSYC 595 – Seminar in Special Topics (3)
(May meet the certificate requirements when substantial treatment of women’s studies is included.)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

(Requires advance approval of the director of Women’s, Gender, and Sexuality Studies.)
SOCI 552 – Women’s Health Issues (3)
SOCI 557 – Families in Global Perspective (3) SOCI 587 – Gender and Crime (3)
#WGST 530 – Special Topics in Women’s and Gender Studies (3)
May meet the certificate requirements when substantial treatment of women’s studies is included.)
(Requires advance approval of the director of Women’s, Gender, and Sexuality Studies.
WGST 534 – Language and Gender (3)
#WGST 610 – Topics in Women’s and Gender Studies (3)
May meet the certificate requirements when substantial treatment of women’s studies is included.)
(Requires advance approval of the director of Women’s, Gender, and Sexuality Studies.
WGST 625X – Museums: Gender, Race, and Class (3)
WGST 630 – Research in Women’s and Gender Studies (3)
#WGST 639 – Independent Study in Women’s and Gender Studies (1-3)
(Requires advance approval of the director of Women’s, Gender, and Sexuality Studies.

↓
2 Topic and placement require advance approval by associate dean of the College of Law and director of the Center for the Study of Women, Gender, and Sexuality.

Department of Biological Sciences

All University Section

Interdisciplinary Academic Centers, Institutes, and Courses

Other Catalog Change Page 314-315, 2015-16 Graduate Catalog

Concentration in Biochemistry and Biophysics

↓
At the M.S. level, the student must successfully complete five three graduate courses (excluding thesis credit) dealing with biochemistry … … .

At the Ph.D. level, the student must complete eight five graduate courses (excluding dissertation credit) dealing with … … .

↓
Biochemistry and Biophysics Courses

↓
BIOS 540 – Immunobiology (3)
BIOS 550 – Molecular Biology of Cancer (3)
BIOS 555 – Comparative Physiology (3)

↓
BIOS 700X – Special Topics in Biology: Molecular Biology (1-9)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog  

BIOS 700M – Special Topics in Biology: Research Methods (3)  
CHEM 546 – Theoretical Chemistry (3)  
↓  
CHEM 600E – Selected Topics in Chemistry: Biological (1-3)  
CHEM 622 – Analytical Separations (3)  
CHEM 623 – Mass Spectrometry (3)  
CHEM 624 – Optical Methods in Analytical Chemistry (3)  
CHEM 631 – Organic Synthesis (3)  
CHEM 632 – Physical Organic Chemistry (3)  
CHEM 635 – Spectroscopic Identification of Organic Molecules (3)  
CHEM 644 – Chemical Thermodynamics (3)  
CHEM 645 – Kinetics (3)  
CHEM 650 – Nanochemistry (3)  
CHEM 670 – Enzymes (3)  
↓  
FCNS 646 – Micronutrients (3)  
PHYS 531 – Medical Imaging (3)  
PHYS 659 – Special Problems in Physics (1-10)  
PSYC 581 – Drugs and Behavior (3)  
PSYC 603 – Biopsychology (3)  
↓

Department Sections

New Course  
Page 207, 2015-16 Graduate Catalog  
CIP: 26.1399

589. MADAGASCAR FIELD BIOLOGY (6). Field biology experience devoted to studying the paleontology, evolution, ecology and behavior of the fauna native to the island of Madagascar. **Class includes lectures, museum field trips, and hands-on experience at a rainforest field camp. Students are expected to formulate independent research projects, collect data, and present results in a research talk and final report.**

Course Revisions  
Page 208, 2015-16 Graduate Catalog

641. PRACTICAL BIOINFORMATICS FOR BIOLOGISTS (3). Hands-on experience using bioinformatics  
PRQ: BIOS 302 or BIOS 308.

683. ANIMAL RESEARCH AND COMPARATIVE MEDICINE (3). Fundamental concepts in animal research  
PRQ: BIOS 313 or BIOS 355 or PSYC 300.
Master of Science in Biological Sciences

Requirements for Degree without a Specialization
BIOS 570X – General Biological Chemistry (3)
  OR BIOS 572X – Biological Chemistry I (3)
  AND BIOS 573X – Biological Chemistry II (3)
  OR BIOS 670 – Biostatistical Analysis (3)
  OR ETR 521 – Educational Statistics I (3)
  AND ETR 522 – Educational Statistics II (3)
BIOS 761 – Seminar (1) (minimum of 2 semester hours of credit)

Specialization in Bioinformatics

Requirements
BIOS 570X – General Biological Chemistry (3)
  OR BIOS 572X – Biological Chemistry I (3)
  AND BIOS 573X – Biological Chemistry II (3)
  OR BIOS 670 – Biostatistical Analysis (3)
  OR ETR 521 – Educational Statistics I (3)
  AND ETR 522 – Educational Statistics II (3)
BIOS 567 – Advanced Molecular Biology (3)
  OR BIOS 638 – Molecular Genetics of Prokaryotes (3)
BIOS 643 – Bioinformatics (3)
BIOS 646 – Programming for Bioinformatics (3)
BIOS 670 – Biostatistical Analysis (3)
  OR ETR 521 – Educational Statistics I (3)
  AND ETR 522 – Educational Statistics II (3)
BIOS 691 – Recombinant DNA Techniques Laboratory (4)

Specialization in Human Anatomical Sciences

Required Courses
BIOS 570X – General Biological Chemistry (3)
  OR BIOS 572X – Biological Chemistry I (3)
  AND BIOS 573X – Biological Chemistry II (3)
  OR BIOS 670 – Biostatistical Analysis (3)
  OR ETR 521 – Educational Statistics I (3)
  AND ETR 522 – Educational Statistics II (3)
BIOS 545 – Human Histology (4)
### SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOS 629</td>
<td>Human Embryology</td>
<td>3</td>
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<tr>
<td>BIOS 670</td>
<td>Biostatistical Analysis</td>
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<tr>
<td>OR ETR 521</td>
<td>Educational Statistics I</td>
<td>3</td>
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<tr>
<td>AND ETR 522</td>
<td>Educational Statistics II</td>
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<tr>
<td>BIOS 761</td>
<td>Seminar</td>
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**Specialization in Biology Teaching**

**Requirements**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>BIOS 570X</td>
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<td>OR ETR 521</td>
<td>Educational Statistics I</td>
<td>3</td>
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<tr>
<td>AND ETR 522</td>
<td>Educational Statistics II</td>
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<td>BIOS 570X</td>
<td>General Biochemistry</td>
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<td>BIOS 605</td>
<td>Institute for Science Teachers in Biology</td>
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<td>BIOS 770</td>
<td>Independent Study (4-6),</td>
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<td>OR BIOS 699</td>
<td>Master’s Thesis (4-6)</td>
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<td>ETR 521</td>
<td>Educational Statistics</td>
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<td>AND ETR 522</td>
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<tr>
<td>EPS 523</td>
<td>Application of Psychological Research to Educational Practice</td>
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**Doctor of Philosophy in Biological Sciences**

**Requirements**

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<th>Course Title</th>
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<td>BIOS 570X</td>
<td>General Biological Chemistry</td>
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<tr>
<td>OR BIOS 572X</td>
<td>Biological Chemistry I</td>
<td>3</td>
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<tr>
<td>AND BIOS 573X</td>
<td>Biological Chemistry II</td>
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<tr>
<td>OR BIOS 670</td>
<td>Biostatistical Analysis</td>
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<td>OR ETR 521</td>
<td>Educational Statistics I</td>
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<tr>
<td>AND ETR 522</td>
<td>Educational Statistics II</td>
<td>3</td>
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<tr>
<td>BIOS 761</td>
<td>Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

(If a student has completed the equivalent … ….)

The Department of Biological Sciences research-tool requirement is fulfilled by completing BIOS 670 and/or either BIOS 570X or BIOS 572X and BIOS 573X, which are required for the doctoral program, plus one additional graduate-level course approved by the student’s doctoral committee.
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 656. FEMINIST FILM MEDIA THEORY (3). … ….

Department of Geography

New Course Page 240, 2015-16 Graduate Catalog

CIP: 45.0701

601. PRACTICE OF GEOGRAPHY (1/2). Development and evolution of Geography as a spatial science. Discussion of key debates, body of knowledge, and disciplinary questions that influence the current academic and professional practice of Geography. May be repeated up to 4 credit-semester hours for the M.S. or Ph.D. degrees.

Other Catalog Change Page 237, 2015-16 Graduate Catalog

Master of Science in Geography

The department welcomes applicants from students with interests in geography, earth science and atmospheric … ….
↓
Each M.S. graduate student in geography must accumulate 2 semester hours of credit in GEOG 601 prior to graduation. No more than 4 hours may be applied toward semester hour requirements.

The three core courses, GEOG 604, GEOG 661, and … ….
↓
Doctor of Philosophy
↓
Requirements

The Ph.D. program in geography consists of at least 90 semester hours of graduate credit beyond the baccalaureate … ….

Each Ph.D. graduate student in geography must accumulate 2 semester hours of credit in GEOG 601 prior to graduation. No more than 4 semester hours may be applied toward semester hour requirements.

The department chair, in consultation with the student’s adviser, will nominate an advisory committee to be … ….

Department of Physics
Master of Science in Physics
↓
Specialization in Basic Physics
Completion of 24 semester hours in physics, including:
↓
PHYS 670 – Electromagnetic Theory I (3)
PHYS 699 - Master’s Thesis (1-6) *(must take a minimum of 6 semester hours)*
One of the following:
↓
Additional requirements
↓
Specialization in Applied Physics
Three of the following (9-11)
PHYS 530 – Optics (4)
↓
Submission of an acceptable thesis and passage of an oral examination thereon.

PHYS 699 - Master’s Thesis (1-6) *(must take a minimum of 6 semester hours)*

Department of Public Administration

New Course
Page 286, 2015-16 Graduate Catalog

CIP: 44.0401

693. COMPARATIVE PUBLIC ADMINISTRATION STUDY ABROAD PROGRAM (1-12). Course work undertaken as part of an approved department study abroad program, usually as part of the comparative public service specialization in an approved double degree Master of Public Administration program. May be taken for a maximum of 12 semester hours in each semester the student is abroad at a partner university.

Course Revision
Page 285, 2015-16 Graduate Catalog

624. RESOURCES-MANAGEMENT DEVELOPMENT FOR NONPROFIT ORGANIZATIONS (3). … …. Course Revision
Page 286, 2015-16 Graduate Catalog

699A. PUBLIC SERVICE RESEARCH (1-3). … …. PRQ: Consent of department. Students enrolled in the Public Service Law and Management specialization may substitute 3 semester hours of NIU LAW 795 - Directed Research, or NIU LAW 900 - Seminar, for three semester hours of PSPA 699A.
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

Other Catalog Change: Page 283-284, 2015-16 Graduate Catalog

Specialization in Comparative Public Service
↓
Students must demonstrate ability to advance in one or more of the specialization competencies with a set of four or more courses (equivalent to 12 semester hours) at a university outside the U.S., approved in advance by the department chair, and successful completion of the capstone project (PSPA 699Bb). Students may enroll in PSPA 693 to earn credit for study abroad courses.

Other Catalog Change: Page 284, 2015-16 Graduate Catalog

Specialization in Nonprofit Management
↓
PSPA 624 – Resources Management Development for Nonprofit Organizations (3)
PSPA 626 – Nongovernmental Organizations and Governance (3)
PSPA 656 – Management of Not-for-Profit Organizations (3)
PSPA 695 – Internship in Public Administration (3)
Approved graduate course work (3)
One of the following:
  PSPA 634 – New Governance (3)
PSPA 635 – Local Economic Development Policy (3)
PSPA 653 – Intermediate Public and Nonprofit Financial Management (3)
PSPA 656 – Management of Not-for-Profit Organizations (3)
PSPA 673 – Strategic Planning for Public Service Organizations (3)

COLLEGE OF VISUAL AND PERFORMING ARTS

Other Catalog Change: 2015-16 Graduate Catalog

College of Visual and Performing Arts
Dean: Richard T. Holly, M.M. Paul Bauer, D.M.
Acting Associate Dean: Melanie Parks, M.F.A.

School of Art

New Courses: 2015-16 Graduate Catalog

CIP CODE: 13.1302

ARTE 542. INTRODUCTION TO ART EDUCATION (4). Overview of the history of art and design education and its philosophical premises. Examination of opportunities and approaches to teaching art and
design. Study of developmental characteristics of the learner. Practice in use of instructional materials and construction of lesson plans. Directed observation and supervised participation with a variety of populations and circumstances in elementary level school settings for a minimum of 25 hours of clinical experience.

ARTE 544. RESOURCES AND METHODS IN ART EDUCATION: CONTENT AND CLINICAL EXPERIENCE AT THE MIDDLE LEVEL (4). This course aims to help form a foundation for using arts as an active process for learning at the middle school level, including the course offers experiential and theoretical tools for understanding creativity and critical thinking in the arts and education, beginning with students’ development of their own skills and perspectives as creators of art. Pedagogical approaches to the teaching of art are explored as they pertain to critical theory, visual culture, and individual pre-service teachers’ art studio practice.

Course Revisions: 2015-16 Graduate Catalog

ARTE 780. RESEARCH DEVELOPMENT AND WRITING (3). Research … … school. May be repeated to a maximum of 9 semester hours.

ARTE 784. RESEARCH METHODS IN ART EDUCATION (3). Survey … … consent of school. May be repeated to a maximum of 6 semester hours.

Other Catalog Change: 2015-16 Graduate Catalog

School of Art and Design (ART, ART-)
Director: Douglas Boughton, John Siblik
↓
Art Education
Master of Science in Art
The M.S. in art requires a minimum of 33 semester hours of graduate work and successfully passing a comprehensive examination.
↓
Specialization in Art Education (33) (30).

Applicants for the M.S. degree with a specialization in art education should have an undergraduate degree in art, art education, or other related field approved by the School of Art and Design. Students must complete 33 semester hours as follows.

A maximum of 9 semester hours may be taken outside the School of Art and Design. Any program requires the written approval of the major adviser.

Additional electives in art education and/or electives in art history, studio art, or related professional courses as approved by the School of Art and Design—Credits: (12)
SECTION A – Recorded for inclusion in the 2016-17 Graduate Catalog

ARTE 683 - Seminar in Art Education: (3)
ARTE 684 - History and Philosophy of Art Education: (3)
ARTE 685 - Research Readings in Art Education: (3)
Electives in art education: (6)

Course work from the following (3)
ART 680 - Seminar: (3)
ARTE 683 - Seminar in Art Education: (3)

Educator Licensure

Students with an undergraduate degree must be admitted to the M.S. program in art with a specialization in art education to enter the licensure program.

Persons holding a … … art education. With adviser approval, graduate-level requirements for licensure can be part of the 33 30 semester hours required for this specialization.

School of Music

Course Revision: 2015-16 Graduate Catalog

MUED 680. WORKSHOP IN MUSIC (1-3). … …. 

School of Theatre and Dance

New Course: 2015 -16 Graduate Catalog

CIP CODE: 50.0599

THEA 562. PORTFOLIO DEVELOPMENT (3). This course covers the +Skills needed to develop and present a professional portfolio, website, and resume for a career in professional theatre. Emphasis is placed on theatrical production photography, computer editing skills, and public presentation skills.
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog

COLLEGE OF EDUCATION

All University Sections

The Graduate School

Pres. Baker Other Catalog Change Page 10, 2015-16 Graduate Catalog

Department of Special and Early Education

Master of Science in Education (M.S.Ed.)
Curriculum and Instruction
Early Childhood Education
Special Education

with specialization in
Advanced Special Education Practices

Blind Vision Rehabilitation Therapy

Early Childhood Special Education
Learning Behavior Specialist I
Orientation and Mobility
Visual Impairments

Directory for Correspondence

Pres. Baker Other Catalog Change Page 13-14, 2015-16 Graduate Catalog

Graduate Degree Programs, Specializations, and Departments

↓ Biological Sciences: Thomas L. Sims, Ph.D., departmental director of graduate studies

Blind Rehabilitation: See Special and Early Education

↓ Visual Impairments: See Special and Early Education

Vision Rehabilitation Therapy: See Special and Early Education

Department of Special and Early Education

Pres. Baker Other Catalog Change Page 127, 2015-16 Graduate Catalog

Master of Science in Education in Special Education

Specialization in Advanced Special Education Practices

Specialization in Blind Vision Rehabilitation Therapy

Specialization in Early Childhood Special Education
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog

Specialization in Learning Behavior Specialist I
Specialization in Orientation and Mobility

The Specializations in Blind Vision Rehabilitation Therapy and Orientation and Mobility are designed to serve individuals who have previously earned baccalaureate degrees who and wish to obtain national certification as a vision rehabilitation teacher therapist or orientation and mobility specialist from the Academy for Certification of Vision, Rehabilitation, and Education Professionals (ACVREP). Association for Education and Rehabilitation of the Blind and Visually Impaired.

Pres. Baker

Specialization in Blind Vision Rehabilitation Therapy

SEVI 585B - Internship in Rehabilitation Teaching of Persons with Visual Impairments (6)
SEVI 580B - Practicum in Rehabilitation Teaching for Persons with Visual Impairments (3)
One graduate level course in research, such as: SESE 792 or ETR 520 or approved by advisor. Candidates also may be required to complete prerequisite courses prior to enrolling in specific graduate courses.

Specialization in Orientation and Mobility

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

Specialization in Visual Impairments

This specialization prepares candidates to obtain an Illinois teacher license with endorsement in vision impairments. Candidates may combine this specialization with the specialization for Orientation and Mobility and/or Blind Vision Rehabilitation Therapy candidates who successfully complete the program requirements … ….
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog  p. 3 of 20

Graduate Faculty
↓
Master of Science in Electrical Engineering
↓
Requirements for Integrated Accelerated B.S./M.S. Sequence

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

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

↓

Department of Industrial and Systems Engineering (ISYE)

CUC/ UCC Other Catalog Change Page 145, 2015-16 Graduate Catalog

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

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

Department of Mechanical Engineering

CUC/ UCC Other Catalog Change Page 150, 2015-16 Graduate Catalog

Master of Science in Mechanical Engineering

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

COLLEGE OF HEALTH AND HUMAN SCIENCES
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog  p. 4 of 20

School of Health Studies (new)

All University Sections

Northern Illinois University

BOT/ Other Catalog Change  Page 8, 2015-16 Graduate Catalog

IBHE  Page 10, 2015-16 Graduate Catalog

Accreditation and Affiliation

In the College of Health and Human Sciences, … and Dietetics (ACEND). The undergraduate and graduate programs in nursing in the School of Nursing and Health Studies are accredited by the Commission on Collegiate Nursing Education (CCNE) and the master of public health program in the School of Health Studies is accredited by the Council on Education for Public Health (CEPH).

The Graduate School

School of Family, Consumer, and Nutrition Sciences

Family and Consumer Sciences Education

School of Health Studies

Master of Arts in Teaching (M.A.T.)
with specialization in
Health Education, 6-12 and Middle School

Master of Public Health (M.P.H.)
with specialization in
Health Promotion
Health Services Management

Master of Science in Teaching (M.S.T.)
with specialization in
Health Education, 6-12 and Middle School

Department of Military Science

School of Nursing and Health Studies

Master of Arts in Teaching (M.A.T.)
with specialization in
Health Education, 6-12 and Middle School

Master of Public Health (M.P.H.)
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog

with specialization in
Health Promotion
Health Services Management
Master of Science (M.S.)
Nursing
with specialization in
Adult-Gerontology Clinical Nurse Specialist
Adult-Gerontology Primary Care Nurse Practitioner
Family Nurse Practitioner
Nursing Education
Master of Science in Teaching (M.S.T.)
with specialization in
Health Education, 6-12 and Middle School

Directory of Correspondence

Health Promotion: See Nursing and Health Studies
Health Sciences:
Health Services Management: See Nursing and Health Studies
Health Studies: James Ciesla, interim chair of school
Nursing: See Nursing and Health Studies
Nursing and Health Studies: Jan Strom, Ph.D., chair of school
Public Health: See Nursing and Health Studies
Family Nurse Practitioner: Chair, School of Nursing and Health Studies
Health Education: Chair, School of Nursing and Health Studies
Nursing Education: Chair, School of Nursing and Health Studies
Public Health: Chair, School of Nursing and Health Studies

Admission to Graduate Study
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog  p. 6 of 20

Graduate Record Examinations (GRE)

In order to be admitted to the Graduate School, … …in nursing and the D.N.P. in the School of Nursing and Health Studies, must have …

Educator Licensure Information

BOT/ Other Catalog Change Page 37, 2015-16 Graduate Catalog
IBHE

Academic Department/School
Nursing and Health Studies
History…

College of Health and Human Sciences Section

BOT/ Other Catalog Change Page 159, 2015-16 Graduate Catalog
IBHE

Dean: Derryl E. Block, Ph.D.
Associate Dean: James R. Ciesla, Ph.D.
Associate Dean: Beverly Henry, Ph.D.
School of Allied Health and Communicative Disorders
School of Family, Consumer, and Nutrition Sciences
School of Health Studies
Department of Military Science
School of Nursing and Health Studies

School of Health Studies

BOT/ Other Catalog Change Page 181-187, 2015-16 Graduate Catalog
IBHE

NOTE: None of the programs highlighted below are new. They are only being moved from what will be the School of Nursing to the new School of Health Studies.

School of Health Studies (PHHE)
Interim Chair: James Ciesla

Graduate Faculty
Jaeyong Bae, assistant professor, Ph.D., Emory University
Lucy Bilaver, assistant professor, Ph.D., University of Chicago
Wendy Bostwick, associate professor, Ph.D., University of Illinois, Chicago
James R. Ciesla, professor, Ph.D., University of South Carolina
Carolinda Douglass, professor, Ph.D., RAND Graduate School of Policy Studies
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog

Sarah Geiger, assistant professor, Ph.D., West Virginia University
Jennifer Gray, associate professor, Ph.D., University of Illinois, Chicago
Lynn Herrmann, assistant professor, Ph.D., University of Illinois
Arlene Keddie, associate professor, Ph.D., University of Texas Health Science School of Public Health
Jinsook Kim, associate professor, Ph.D., University of California, Los Angeles
Tomoyuki Shibata, associate professor, Ph.D., University of Miami
David Stone, associate professor, Ph.D., Boston University
Ping Yao, associate professor, Ph.D., University of Missouri

The School of Health Studies offers programs of graduate study leading to a Master of Public Health (M.P.H.); 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 M.P.H. curriculum prepares students for leadership positions in health services management and health promotion. Students learn skills in leadership, problem solving, and planning and promoting change in public health and health care systems. The M.P.H. program is fully accredited by the Council on Education for Public Health (CEPH), an independent accrediting agency for schools of public health, as well as community health education and community health/preventive medicine programs located outside of schools of public health. The Council on Education for Public Health is recognized by the U.S. Department of Education.

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 M.A.T. with specialization in health education leads to initial educator licensure in health education for candidates with baccalaureate degrees. The M.S.T. with specialization in health education leads to endorsement to teach health education 6-12 and middle school for candidates who already hold a secondary educator license in another content area.

Criminal Background Checks and Drug Screening
Students in the M.A.T. are required to undergo criminal background checks and drug screening. The M.A.T. specialization in health education may be unable to place students in a student teaching setting if they have a positive drug screen or criminal record; therefore, the student may not be able to complete the program of required courses.

Master of Public Health (M.P.H.)
The M.P.H. program prepares professionals for leadership positions in public health and health-related agencies. Students may specialize in health promotion or health services management. The M.P.H. with a health promotion specialization prepares students to take the Certified Health Education Specialist (C.H.E.S.) examination given by the National Commission for Health Education Credentialing, Inc. Students who complete the M.P.H. with a specialization in health services management are eligible to take the Illinois Nursing Home Administrators Licensing Examination if certain electives have been completed.
The student learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml

**Admission**

Potential applicants for this program should consult with a program adviser about recommended course work. Admission to the program requires approval of an admissions committee. Preference is given to applicants who have had work or extensive volunteer experience in a public health or related agency. Procedures for admission to the program and other detailed information are available from the public health and health education programs office.

**Grading Policy**

M.P.H. students must earn a minimum grade of B in each of the eight core courses (PHHE 601, PHHE 603, PHHE 605, PHHE 607, PHHE 609, PHHE 611, PHHE 613, and PHHE 669).

**Non-Thesis Option**

A total of 43-46 semester hours of graduate credit is required for the degree with the non-thesis option. Students may apply a maximum combined total of 18 semester hours of graduate credit earned as a student-at-large at NIU or in NIU graduate courses taken outside the U.S. or as transfer credit from another institution toward the M.P.H. degree; however, no more than 15 semester hours of combined transfer and study-abroad credit can be used toward this 18 semester hour total.

**Requirements**

PHHE 601 - Introduction to Health Systems in the United States (3)
PHHE 603 - Behavioral and Social Aspects of Public Health (3)
PHHE 605 - Biostatistics in Public Health (4)
PHHE 607 - Health Services Management (3)
PHHE 609 - Problems and Issues in Environmental Health (3)
PHHE 611 - Applied Research Methods in Public Health (3)
PHHE 613 - Principles and Methods of Epidemiology (3)
PHHE 669 - Community Health Planning (3)
PHHE 695 - Internship in Public Health and Health Education (3-5)
PHHE 698 - Master’s Comprehensive Examination (1)
One of the following specializations with adviser’s approval (15)

**Specialization in Health Promotion**

PHHE 621 - Theories and Principles in Health Promotion (3)
PHHE 631 - Community Health Promotion Programs (3)
Additional course work (9)

**Specialization in Health Services Management**

PHHE 651 - Health Economics for Health Services Managers (3)
PHHE 653 - Financial Decision Making for Health Services Managers (3)
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PHHE 655 - Human Resource Management in the Health Care Setting (3)
Additional course work (6)

Thesis Option
Same requirements as the non-thesis option except that 6 additional semester hours of PHHE 699, Master’s Thesis, are required.

Master of Arts in Teaching (M.A.T.)
The student learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

Specialization in Health Education, 6-12 and Middle School
A Master of Arts in Teaching (M.A.T.) with specialization in Health Education prepares candidates with a baccalaureate degree to apply for secondary licensure (Type 09) and middle school endorsement to teach health in Illinois secondary and middle schools. Successful completion of this specialization leads to health education initial educator licensure. Licensure is granted on the basis of completion of an accredited program of study in health education, two recommended courses regarding middle school students and schools, and passing the required ICTS tests. By completing these requirements, students will demonstrate knowledge, skills, and dispositions related to assessment, diversity and special needs, human development and learning, and pedagogy in the content area.

Admission
All applicants to the M.A.T. program must meet requirements for admission to the Graduate School and be accepted for admission by the faculty admissions committee of the specialization in health education. The completed application must include GRE scores, official transcripts verifying the applicant’s baccalaureate degree, two letters of recommendation from professors or supervisors that can provide supportive evidence of the applicant’s professional qualifications and potential for success in graduate study, and a writing sample that describes the applicant’s career goals and philosophy of health education.

Students may apply a maximum combined total of 18 semester hours of graduate credit earned as a student-at-large at NIU or as transfer credit, with their adviser’s approval, from another institution toward the M.A.T. degree.

Admitted candidates must pass the ICTS Test of Academic Proficiency prior to enrolling in PHHE 622.

Deficiency Study
Students are expected to enter the degree program with background in anatomy, physiology, nutrition, current health concepts including first aid and CPR, an introductory psychology course, and a basic educational technology course. Students may demonstrate their basic psychology knowledge by taking EPS 300 or its equivalent. Students may demonstrate their basic knowledge of the use of computers in education by completing ETT 229 or by passing a competency test. Students with inadequate background in health content knowledge may be required to make up these deficiencies with faculty adviser approval.
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog p. 10 of 20

Requirements
The student must complete at least 46 semester hours of graduate course work; at least 34 of the 46 semester hours must be in health education. All courses outside health education must be approved by the school in advance.

The student must follow a program of study. This program will be designed by the student and his or her adviser and will be built upon the program requirements below.

In lieu of a comprehensive examination, the student must submit a completed capstone research-based project in the form of an electronic portfolio of a Teacher Work Sample to be reviewed by the faculty adviser. The portfolio is completed in the last semester of course work and contains required artifacts and reflections that demonstrate mastery of the professional teaching standards and degree requirements. If a student’s portfolio fails to pass as the capstone project, it may be repeated once with permission of the faculty member and approval of the school.

Program Requirements

Assessment (3)
ETR 520 - Introduction to Educational Research (3)

Diversity (6)
LTIC 501 – Multicultural Education: Methods and Materials (3)
SESE 557 - Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

Human Development and Learning (6)
EPS 519 - The Middle School Child (3)
TLCI 522 - Middle School Organization and Instruction (3)

Pedagogy in Health Education (34-42)
PHHE 502 - Community Health Programs and Issues (3)
PHHE 504 - Drug Education (3)
PHHE 506 - Sexuality Education (3)
PHHE 508 - Mental and Emotional Health (3)
PHHE 620 - Current Issues in Health Theories and Concepts (3)
PHHE 622 - Curriculum Development in School Health Education (3)
PHHE 624 - School Health Programs: Planning, Managing, and Evaluating (3)
PHHE 626 - Methods and Materials in School Health Education (3)
PHHE 682 - Clinical/Field Experience in School Health Education (1-3)
PHHE 684 - Middle School Student Teaching in Health Education (3-6)
PHHE 686 - Secondary School Student Teaching in Health Education (3-6)
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One course from the following:
FCNS 602 - Issues in Eating Disorders and Obesity (3)
PHHE 510 - Death Education (3)
PHHE 512 - Consumer Health (3)
PHHE 605 - Biostatistics in Public Health (4)

Master of Science in Teaching (M.S.T.)
The student learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

Specialization in Health Education, 6-12 and Middle School
The Master of Science in Teaching (M.S.T.) with specialization in Health Education prepares teachers with secondary licensure (Type 09) in another content area to teach health in Illinois secondary and middle schools. Successful completion of this specialization leads to health education and middle school endorsements. The endorsement is granted on the basis of 24 semester hours in health education, two recommended courses regarding middle school students and schools, and passing the ICTS Subject Area Test of Content Knowledge in Health Education. By completing these requirements, students will demonstrate knowledge, skills, and dispositions related to assessment, diversity and special needs, human development and learning, and pedagogy in the content area.

Admission
All applicants to the M.S.T. program must meet requirements for admission to the Graduate School and be accepted for admission by the faculty admissions committee of the specialization in health education. The completed application must include GRE scores, official transcripts verifying the applicant’s baccalaureate degree, evidence of a current Type 09 Illinois Educator Licensure in a secondary content area other than health education, two letters of recommendation from professors or supervisors that can provide supportive evidence of the applicant’s professional qualifications and potential for success in graduate study, and a writing sample that describes the applicant’s career goals and philosophy of health education. Students may apply a maximum combined total of 18 semester hours of graduate credit earned as a student at NIU or as transfer credit, with their adviser’s approval, from another institution toward the M.S.T. degree.

Deficiency Study
Students are expected to enter the degree program with background in anatomy, physiology, nutrition, current health concepts including first aid and CPR, an introductory psychology course, and a basic educational technology course. Students may demonstrate their basic psychology knowledge by taking EPS 300 or its equivalent. Students may demonstrate their basic knowledge of the use of computers in education by completing ETT 229 or by passing a competency test. Students with inadequate background in health content knowledge may be required to make up these deficiencies with faculty adviser approval.

Requirements
The student must complete at least 36 semester hours of graduate course work; at least 24 of the 36
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semester hours must be in health education. All courses outside health education must be approved by the school in advance. The student must follow a program of study. This program will be designed by the student and his or her adviser and will be built upon the program requirements below. In lieu of a comprehensive examination, the student must submit a completed capstone research-based project in the form of an electronic portfolio of a Teacher Work Sample to be reviewed by the faculty adviser. The portfolio is completed in the last semester of course work and contains required artifacts and reflections that demonstrate mastery of the professional teaching standards and degree requirements. If a student’s portfolio fails to pass as the capstone project, it may be repeated once with permission of the faculty member and approval of the school.

Program Requirements

Assessment (3)
ETR 520 - Introduction to Educational Research (3)

Diversity (3)
SESE 557 - Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

Human Development and Learning (6)
EPS 519 - The Middle School Child (3)
TLCI 522 - Middle School Organization and Instruction (3)

Pedagogy in Health Education (24)
PHHE 502 - Community Health Programs and Issues (3)
PHHE 504 - Drug Education (3)
PHHE 506 - Sexuality Education (3)
PHHE 508 - Mental and Emotional Health (3)
PHHE 620 - Current Issues in Health Theories and Concepts (3)
PHHE 622 - Curriculum Development in School Health Education (3)
PHHE 624 - School Health Programs: Planning, Managing, and Evaluating (3)
One course from the following:
FCNS 602 - Issues in Eating Disorders and Obesity (3)
PHHE 510 - Death Education (3)
PHHE 512 - Consumer Health (3)
PHHE 605 - Biostatistics in Public Health (4)
PHHE 626 - Methods and Materials in School Health Education (3)

Certificates of Graduate Study

Master’s Level Certificates
Two certificates of graduate study can be earned as a master’s student.
Health Education (15)
This certificate is designed for students who are seeking endorsement on a current educator license, for students who are also seeking initial educator licensure, and for students pursuing continuing education regarding health teaching methods and content. Course work for this certificate may be applied toward state endorsement requirements; however, additional course work may be necessary depending on prior course work. In addition, students who have previously obtained a baccalaureate degree may apply these courses toward initial educator licensure. Potential applicants for the certificate should consult with a program adviser. Admission to the certificate requires the approval of an admissions committee. Procedures for admission to study toward the certificate and other detailed information are available from the public health and health education programs office.

Requirements
PHHE 620 - Current Issues in Health Theories and Concepts (3)
PHHE 622 - Curriculum Development in School Health Education (3)
PHHE 624 - School Health Programs: Planning, Managing, and Evaluating (3)
Two of the following (6)
FCNS 600A - Seminar in Nutrition and Dietetics (3)
FCNS 602 - Issues in Eating Disorders and Obesity (3)
FCNS 611 - Maternal and Child Nutrition (3)
PHHE 502 - Community Health Programs and Issues (3)
PHHE 504 - Drug Education (3)
PHHE 506 - Sexuality Education (3)
PHHE 508 - Mental and Emotional Health (3)
OR PHHE 510 - Death Education (3),
OR FCNS 584 - Family Theories (3)
PHHE 512 - Consumer Health (3)
PHHE 600 - Special Topics in School Health Education (3)
PHHE 603 - Behavioral and Social Aspects of Public Health (3)
PHHE 609 - Problems and Issues in Environmental Health (3),
OR TLCI 520 - Environmental Quality Education (3),
OR TLCI 530 - Teaching Environmental Ethics (3)
PHHE 626 - Methods and Materials in School Health Education (3)
SOCI 552 - Women’s Health Issues (3)

Public Health (16)
Students interested in this certificate should contact the public health and health education programs office as early as possible so they can be assigned an adviser. Admission to the certificate requires approval of the admissions committee. Procedures for admission to the certificate and other detailed information are available from the public health and health education programs office.

Requirements (13)
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PHHE 601 - Introduction to Health Systems in the United States (3)
PHHE 603 - Behavioral and Social Aspects of Public Health (3)
PHHE 605 - Biostatistics in Public Health (4)
PHHE 613 - Principles and Methods of Epidemiology (3)
Course work from the following (3)
PHHE 533 - Principles of Long-Term Care Administration (3)
PHHE 535 - Ethical Decision Making for Health Professionals (3)
PHHE 537 - Assessment, Treatment, and Prevention of Drug and Alcohol Addiction (3)
PHHE 539 - Funding for Programs in Public Health (3)
PHHE 563 - Public Health Informatics (3)
PHHE 607 - Health Services Management (3)
PHHE 609 - Problems and Issues in Environmental Health (3)
PHHE 611 - Applied Research Methods (3)
PHHE 621 - Theories and Principles in Health Promotion (3)
PHHE 651 - Health Economics for Health Services Managers (3)
PHHE 653 - Financial Decision Making for Health Services Managers (3)
PHHE 655 - Human Resource Management in the Health Care Setting (3)

Middle School Endorsement in Health Education
A middle school endorsement in health education requires 18 semester hours of course work in health education, 3 semester hours of course work in middle school philosophy, curriculum and instructional methods, and 3 semester hours of course work in educational psychology focusing on early adolescents. To be eligible for the endorsement, a student must currently possess educator licensure in another subject area. A student seeking a middle school endorsement in health education should plan a program of study with the faculty adviser in health education.

High School Endorsement in Health Education
An endorsement in health education requires 24 semester hours of course work. To be eligible for the endorsement, a student must currently possess educator licensure in another subject area. A student seeking an endorsement in health education should plan a program of study in consultation with the faculty adviser in health education.

Note: The following struck-out text does not indicate deleted programs. They are moving from the School of Nursing (aka School of Nursing and Health Studies) to the new School of Health Studies.

School of Nursing (NURS, PHHE)
Chair: Jan Strom

Graduate Faculty
Maryann Abendroth, assistant professor, University of Florida
Jaeyong Bae, assistant professor, Ph.D., Emory University
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Lucy Bilaver, assistant professor, Ph.D., University of Chicago
Derryl Block, professor, Ph.D., University of Pennsylvania
Wendy Bostwick, associate professor, Ph.D., University of Illinois, Chicago
Patricia Braun, assistant professor, D.Sc., Rocky Mountain University
Cathy Carlson, associate professor, Ph.D., Indiana University
James R. Ciesla, professor, Ph.D., University of South Carolina
Manju Daniel, assistant professor, Ph.D., Rush University
Carolinda Douglass, professor, Ph.D., RAND Graduate School of Policy Studies
Sarah Geiger, assistant professor, Ph.D., West Virginia University
Jennifer Gray, associate professor, Ph.D., University of Illinois, Chicago
Lynn Herrmann, assistant professor, Ph.D., University of Illinois
Kari Hickey, assistant professor, Ph.D., Illinois State University
Arlene Keddie, associate professor, Ph.D., University of Texas Health Science School of Public Health
Jinsook Kim, associate professor, Ph.D., University of Texas Health Science School of Public Health
Mary Elaine Koren, associate professor, Ph.D., Rush University
Kathleen Musker, associate professor, Ph.D., Loyola University
Nancy Oldenburg, associate professor, Ed.D., Northern Illinois University
Christina Papadimitriou, associate professor, Ph.D., Boston University
Donna Plonczynski, associate professor, Ph.D., University of Illinois, Chicago
Jeanette Rossetti, professor, Ed.D., Northern Illinois University
Tomoyuki Shibata, associate professor, Ph.D., University of Miami
David Stone, associate professor, Ph.D., Boston University
Jan Strom, professor, Ph.D., University of Illinois, Chicago
Ping Yao, associate professor, Ph.D., University of Missouri

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.

Criminal Background Checks and Drug Screening

Students in nursing and the M.A.T. are required to undergo criminal background checks and drug screening. The nursing program and the M.A.T. specialization in health education may be unable to place students in a clinical or student teaching setting if they have a positive drug screen or criminal record; therefore, the student may not be able to complete the program of required courses.
Clinical Requirements: Graduate Nursing Programs
↓
Specialization in Nursing Education (15)
↓
Master of Public Health (M.P.H.)
The M.P.H. program prepares ......... have been completed.

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

Admission
Potential applicants ......... programs office.

Grading Policy
M.P.H. students must earn a minimum grade of B in each of the eight core courses (PHHE 601, PHHE 603, PHHE 605, PHHE 607, PHHE 609, PHHE 611, PHHE 613, and PHHE 669).

Non-Thesis Option
A total of 43-46 semester ........ semester hour total.

Requirements
PHHE 601—Introduction to Health Systems in the United States (3)
PHHE 698—Master’s Comprehensive Examination (1)
One of the following specializations with adviser’s approval (15)

Specialization in Health Promotion
PHHE 621—Theories and Principles in Health Promotion (3)
PHHE 631—Community Health Promotion Programs (3)
Additional course work (9)

Specialization in Health Services Management
PHHE 651—Health Economics for Health Services Managers (3)
PHHE 653—Financial Decision Making for Health Services Managers (3)
PHHE 655—Human Resource Management in the Health Care Setting (3)
Additional course work (6)

Thesis Option
Same requirements as the non-thesis option except that 6 additional semester hours of PHHE 699, Master’s Thesis, are required.

Master of Arts in Teaching (M.A.T.)
The student learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.

Specialization in Health Education, 6-12 and Middle School
A Master of Arts in Teaching (M.A.T.) ........ in the content area.

Admission
All applicants to the M.A.T.-program ........ enrolling in PHHE 622:

Deficiency Study
Students are expected ........ adviser approval.

Requirements
The student must ........ member and approval of the school.

Program Requirements
Assessment (3)
ETR 520—Introduction to Educational Research (3)

Diversity (6)
LTIC 501—Multicultural Education: Methods and Materials (3)
SESE 557—Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

Human-Development and Learning (6)
EPS 519—The Middle School Child (3)
TLCI 522—Middle School Organization and Instruction (3)

Pedagogy in Health Education (34-42)
PHHE 502—Community Health Programs and Issues (3)
PHHE 686—Secondary School Student Teaching in Health Education (3-6)

One course from the following:
FCNS 602—Issues in Eating Disorders and Obesity (3)
PHHE 510—Death Education (3)
PHHE 512—Consumer Health (3)
PHHE 605—Biostatistics in Public Health (4)

Master of Science in Teaching (M.S.T.)
The student learning outcomes for this degree are located at http://www.niu.edu/assessment/clearinghouse/outcomes/index.shtml.
Specialization in Health Education, 6-12 and Middle School
The Master of Science in Teaching (M.S.T.) ........ content area.

Admission
All applicants to the M.S.T. .... institution toward the M.S.T. degree.

Deficiency Study
Students are expected ........ adviser approval.

Requirements
The student must ........ member and approval of the school.

Program Requirements
Assessment (3)
ETR 520 – Introduction to Educational Research (3)

Diversity (3)
SESE 557 – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

Human Development and Learning (6)
EPS 519 – The Middle School Child (3)
↓
PHHE 624 – School Health Programs: Planning, Managing, and Evaluating (3)
One course from the following:
FCNS 602 – Issues in Eating Disorders and Obesity (3)
↓
PHHE 626 – Methods and Materials in School Health Education (3)

Certificates of Graduate Study

Master’s Level Certificates
Two certificates of graduate study can be earned as a master’s student.

Health Education (15)
This certificate is designed ........ programs office.

Requirements
PHHE 620 – Current Issues in Health Theories and Concepts (3)
PHHE 622 – Curriculum Development in School Health Education (3)
PHHE 624 – School Health Programs: Planning, Managing, and Evaluating (3)
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog  p. 19 of 20

Two of the following (6)
FCNS 600A, Seminar in Nutrition and Dietetics (3),
↓
SOCI 552 – Women’s Health Issues (3)

Public Health (16)
Students interested in this certificate should contact the public health and health education programs office as early as possible so they can be assigned an adviser. Admission to the certificate requires approval of the admissions committee. Procedures for admission to the certificate and other detailed information are available from the public health and health education programs office.

Requirements (13)
PHHE 601—Introduction to Health Systems in the United States (3)
PHHE 603—Behavioral and Social Aspects of Public Health (3)
PHHE 605—Biostatistics in Public Health (4)
PHHE 613—Principles and Methods of Epidemiology (3)
Course work from the following (3)
PHHE 533—Principles of Long-Term Care Administration (3)
↓
PHHE 655—Human Resource Management in the Health Care Setting (3)

Post Master’s Certificates
↓

Middle School Endorsement in Health Education
A middle school endorsement ........ education.

High School Endorsement in Health Education
An endorsement in health education requires 24 semester hours of course work. To be eligible for the endorsement, a student must currently possess educator licensure in another subject area. A student seeking an endorsement in health education should plan a program of study in consultation with the faculty adviser in health education.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Department of Public Administration

BOT Other Catalog Change Page 284, 2015-16 Graduate Catalog

Specialization in Local Government Management
↓
SECTION B – Recorded, but further approval needed before inclusion in the Graduate Catalog p. 20 of 20

Specialization in Public Service Law and Management

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

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

Students must demonstrate the ability to advance in one or more of the specialization competencies with a set of four or more law school courses (equivalent to 12 semester hours) approved by the department chair, and successful completion of the capstone project (PSPA 699B). Students enrolled in the Public Service Law and Management specialization must be enrolled in the NIU Law School or have earned a law degree from an accredited law school.
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

COLLEGE OF EDUCATION

Departments of Counseling, Adult and Higher Education; and Educational Technology, Research and Assessment

All University Sections

The Graduate School

Graduate Programs

Department of Counseling, Adult and Higher Education

Doctor of Education (Ed.D.)
  Adult and Higher Education

Doctor of Philosophy (Ph.D.)
  Counselor Education and Supervision

IBHE 10/14/15, BOT 6/18/15, Graduate Council 5/5/14, GCCC Section B 4/14/14

The Graduate School

Graduate Programs

College of Education

Department of Educational Technology, Research and Assessment

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)
  Instructional Technology

IBHE 10/14/15, BOT 6/18/15, Graduate Council 4/6/15, GCCC Section B 3/16/15

Requirements for Graduate Degrees
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

**Requirements for the Degrees**

**Doctor of Education**

**Doctor of Philosophy**

Doctor of Education (Ed.D.) degrees are offered in adult and higher education, counseling, curriculum and instruction, educational administration, and instructional technology through various departments in the College of Education. Doctor of Philosophy (Ph.D.) degrees are offered in art education, biological sciences, chemistry, counselor education and supervision, economics, educational psychology, English, geography, geology, history, mathematical sciences, physics, political science, and psychology, through the corresponding departments.

**University Services**

Regional Programs
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

College of Education: M.S.Ed. in adult and higher education, … … and Ed.D. in adult and higher education, curriculum and instruction, and educational administration, and instructional technology.

IBHE 10/14/15, BOT 6/18/15, Graduate Council 4/6/15, GCCC Section B 3/16/15

Department of Counseling, Adult and Higher Education

Other Catalog Change Page 73, 75-76, 2013-14 Graduate Catalog

Department of Counseling, Adult and Higher Education (CA--)

The Department of Counseling, Adult and Higher Education offers graduate courses leading to the degrees: Master of Science in Education, and the degree Doctor of Education, and Doctor of Philosophy.

Doctor of Education¹
Adult and higher education
Counseling

Doctor of Philosophy¹
Counselor Education and Supervision

Doctor of Education Philosophy in Counselor Education and Supervision

Course Requirements
The Ed.D. Ph.D. in counselor education and supervision requires a minimum of 105 semester hours, including a maximum of 30 semester hours from the master’s degree plus a minimum of 75 additional semester hours normally distributed as follows.

Examinations
All doctoral students in counseling are required to pass two examinations: the candidacy exam prior to admission to candidacy.

The general candidacy examination includes the basic competencies in counseling theories; human development, learning, and behavior; research; cultural diversity; group counseling; consultation; supervision; assessment; and professional issues, including ethics. A student may apply to the program director to take this examination as soon as course work in the basic competencies is completed. This examination must be successfully completed prior to the candidacy examination.

The candidacy examination includes the student’s selected area of study and, where applicable, the cognate area. A student may apply to the program advisory committee chair to take this examination on the
SECTION C – Items previously in Section B, now reported for inclusion in the 2016-17 Graduate Catalog

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completion of most or all of the course work in the area of study. A student has eight weeks to provide a 25-page typewritten response to student- and faculty-generated questions prior to an oral examination related to the contents of the paper.

IBHE 10/14/15, BOT 6/18/15, Graduate Council 5/5/14, GCCC Section B 4/14/14

Department of Educational Technology, Research and Assessment

BOT/IBHE Other Catalog Change Page 86-87, 2014-15 Graduate Catalog

Department of Educational Technology, Research and Assessment (ETR, ETT)

↓ The Department of Educational Technology, Research and Assessment offers graduate courses and research opportunities leading to the Master of Science degree in educational research and evaluation and to the Master of Science in Education and the Doctor of Education Philosophy degrees in instructional technology...

↓ Doctor of Education Philosophy
Instructonal Technology

↓

Doctor of Education Philosophy in Instructional Technology
The Ed.D. Ph.D. program in instructional technology prepares students for positions of leadership in research and the development of new knowledge and applications in instructional technology. Students may explore issues and advances in performance, instruction, and computer-based and distance-learning environments...

IBHE 10/14/15, BOT 6/18/15, Graduate Council 4/6/15, GCCC Section B 3/16/15