

## Graduate Council Approved Minutes 02/01/21

### GRADUATE COUNCIL MINUTES

656<sup>th</sup> Meeting  
December 7, 2020

**MEMBERS PRESENT:** Bond, Arado, Bateni, Balcerzak, Burchfield, Camic, Chomentowski, Duffrin, Furr, Groves, Hanley, Jaekel, Johnson, Klonoski, Mantzke, Moghimi, Ogundipe, Onder, Osorio, Ryzhov, Steciuch, Wasonga, Werstler, Wu, Xia, and Zheng

**MEMBERS ABSENT:** Gallaher (on leave), Kelly, and Narayanan

**OTHERS PRESENT:** Barshinger (Secretary), Blazey (VP for Research & Innovation Partnerships), Burgin (Associate Director of Research Support), Elish-Piper (Dean of COE), Halverson (Catalog Editor/Curriculum Coordinator), Klaper (Ombudsperson), Matuszewich (Associate Dean of CLAS), Peterson (Dean of CEET), and Walker (Associate Dean of COE)

Dean Bond called the meeting to order at 10:03 a.m.

#### Approval of Minutes

Arado moved to approve the minutes of the November 2, 2020 meeting. Osorio seconded. Motion carried. Minutes approved.

#### Committee Reports

***Graduate School Colloquium Committee:*** The Graduate Colloquium Committee met on Friday, November 6 at 1:30 via Teams. We had 25 attendees and 83 proposals, the highest we ever have had. All 83 proposals were approved. This maybe the only one good thing coming out of Covid19: departments are able to use their allotted funds on more speakers since they are able to conduct seminars and workshops them virtual. Julie Patterson was elected Executive Committee Chair and Mitchell Rigert and Elizabeth Taylor were elected Executive Committee Student representatives.

***Tuition Waiver Review Committee:*** The Tuition Waiver Review Committee received twenty-five nominations for spring 2021 tuition waivers. Seventeen nominees were offered tuition waivers. Award letters were sent out electronically on Friday, November 13.

#### New Business

##### ***1. Curriculum Changes***

***College of Business:*** Mantzke summarized the curriculum changes proposed by the College of Business. Refer to the curriculum attachments for more information.

Mantzke asked for a motion to approve the curriculum changes submitted from the College of Business. Jaekel made the motion to approve and Balcerzak seconded. The Council approved these changes unanimously.

***College of Education:*** Mantzke summarized the curriculum changes proposed by the College of Education. Refer to the curriculum attachments for more information.

## Graduate Council Approved Minutes 02/01/21

Mantzke asked for a motion to approve the curriculum changes submitted from the College of Education. Osorio made the motion to approve and Wasonga seconded. Discussion ensued on the SESE 509/SEEC 509 curriculum changes. Groves made a motion for a friendly amendment to table the SESE 509/SEEC 509 curriculum changes pending more documentation and clarification from the department. Wasonga seconded. The Council approved these changes and also the friendly amendment unanimously.

**College of Engineering and Engineering Technology:** Mantzke summarized the curriculum changes proposed by the College of Engineering and Engineering Technology. Refer to the curriculum attachments for more information.

Mantzke asked for a motion to approve the curriculum changes submitted from the College of Engineering and Engineering Technology. Osorio made the motion to approve and Bateni seconded. The Council approved these changes unanimously.

**College of Health and Human Sciences:** Mantzke summarized the curriculum changes proposed by the College of Health and Human Sciences. Refer to the curriculum attachments for more information.

Mantzke asked for a motion to approve the curriculum changes submitted from the College of Health and Human Sciences. Bateni made the motion to approve and Jaekel seconded. The Council approved these changes unanimously.

**College of Liberal Arts and Sciences:** Mantzke summarized the curriculum changes proposed by the College of Liberal Arts and Sciences. Refer to the curriculum attachments for more information.

Mantzke asked for a motion to approve the curriculum changes submitted from the College of Liberal Arts and Sciences. Groves made the motion to approve and Balcerzak seconded. The Council approved these changes unanimously.

**College of Visual and Performing Arts:** Mantzke summarized the curriculum changes proposed by the College of Visual and Performing Arts. Refer to the curriculum attachments for more information.

Mantzke asked for a motion to approve the curriculum changes submitted from the College of Visual and Performing Arts. Jaekel made the motion to approve and Hanley seconded. The Council approved these changes unanimously.

### 2. **Graduate Program Metrics**

Feedback on the graduate program metrics was discussed. Jerry Blazey mentioned that this is a part of a year-long process of what the University goals call for. More information to come later. He thanked everyone for looking at the metrics and giving him helpful feedback.

### 3. **Graduate Assistants Stipends**

Dean Bond stressed that this will only be a discussion topic and we will not take action or vote today. Many Council members expressed concerns about the increase proposed increase to less than .50 FTE student stipends. With department's already strained 02 budgets, where will this money come from? This will create a domino effect and will force departments to offer fewer assistantships and give students less of an opportunity to engage in important

## Graduate Council Approved Minutes 02/01/21

work and research. Everyone on the Council wants to support their students the best way possible, but with the increase, this will support less students and possible GA positions may be permanently lost. Bond did mention if the Council doesn't like what is being proposed to be prepared to find other alternatives. Council members showed interest in creating and serving on an ad-hoc committee to do an evaluation on the GA experience. Dean Bond is willing to pull together members to form a committee. Dean Elish-Piper recommended an invitation to the CFO and Provost to the next meeting, so they can weigh in on the financial prospective and to create an idea of how to balance between supporting our students and keeping the institution financially solvent.

4. **Career and Professional Programming Presentation: Elizabeth Wilkins**  
This item was tabled to the February meeting due to lack of time to present.

### Old Business

No old business was discussed.

### Announcements

Dean Bond informed the Council of the virtual commencement ceremonies that will take place this weekend if anyone is interested.

### Adjournment

Wasonga made a motion to adjourn the meeting and Bateni seconded the motion.

Meeting was adjourned at 11:27 a.m.

GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)

Third Meeting/ 2020-21 Academic Year

December 07, 2020

SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog

Page 1 of 94

COLLEGE OF BUSINESS Meeting 05

Department of Operations Management and Information Systems

CBUSGR20.21.05.01

2020-2021 Online graduate [LINK](#)

OMIS 660 - Business Computing Environments and Data Networks and Cybersecurity

Examination of the field fundamentals of business telecommunications networks from the perspective of business applications and the current state of the art technologies in cybersecurity. Evaluation of hardware needed for effective business telecommunication networks. Includes projects that require examination of communications network systems requirements and selection of techniques suitable for meeting the system requirements including cybersecurity and data protection. A student must earn a grade of C or better in an information systems concepts course prior to enrollment.

Credits: 3

*Rationale: Updated the course title and its description to reflect the real nature of the course. The new course title and description proposed is more consistent with the contents currently covered in the course. The term telecommunications is outdated and networks is a more current term. Cybersecurity is added to the course title because a portion of the course is currently dedicated to developing a hands-on proficiency with cybersecurity. Laboratory work is designed to provide the student with practical experience developing and implementing comprehensive network and network security strategies. These changes are within the scope of the student learning objectives (SLO) established for the course. The department believes that the requirement that a student earn a C or better in an information systems concepts course prior to enrollment is unnecessary and this change will also increase accessibility and retention.*

CBUSGR20.21.05.02

Other catalog change

2020-2021 Online Graduate Catalog [LINK](#)

Master of Business Administration

↓

Management Information Systems (12)

Certificate of Graduate Study

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 2 of 94

↓

Select four of the following courses:

↓

- OMIS 660 - Business Computing Environments and Data Networks and Cybersecurity Credits: 3
- OMIS 675 - Internet Computing Applications Credits: 3

↓

*Rationale: Updated the course title to reflect the real nature of the course which is more consistent with the contents currently covered in the course. Cybersecurity is added to the course title because a significant portion of the course is now dedicated to developing a hands-on proficiency with cybersecurity. Laboratory work is designed to provide the student with practical experience developing and implementing comprehensive network security strategies.*

**DEPARTMENT OF OPERATIONS MANAGEMENT AND INFORMATION SYSTEMS**

**CBUSGR20.21.05.03**

Other catalog change

2020-2021 Online Graduate Catalog [LINK](#)

Master of Science in Management Information Systems

↓

Phase Two - Required Courses (18)

- OMIS 598 - Career Planning in Management Information Systems Credits: 0
- OMIS 599 - Degree Completion Seminar Credits: 0
- ~~OMIS 640 - Management of Information Systems Technology Credits: 3~~
- OMIS 643 - Enterprise Process Improvement with SAP ERP Credits: 3
- OMIS 651 - Business Systems Analysis and Design Credits: 3
- OMIS 652 - Business Applications of Database Management Systems Credits: 3
- OMIS 660 - Business Computing Environments and Data Networks and Cybersecurity Credits: 3
- OMIS 690 - Information Technology Project Management Credits: 3
- OMIS 697 - Digital Transformation Strategy Credits: 3

Phase Two - Electives (12)

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 3 of 94

↓

- OMIS 605 - Independent Study in Information Systems Credits: 3
- OMIS 645 - Applied Business Analytics Using SAS Credits: 3
- **OMIS 649 - Business Computing Environments Credits: 3**
- OMIS 653 - Enterprise Systems Configuration with SAP Credits: 3
- OMIS 661 - Business Intelligence Applications and Tools Credits: 3
- **OMIS 663 - Advanced Business Application Development and Analytics Using SAP Credits: 3**
- Omis 665 - Big Data Analytics for Business Credits: 3

↓

- OMIS 695 - Internship in Management Information Systems Credits: 3  
**Or UBUS 595 - Internship in Business Credits: 3**
- OMIS 698 - Projects in Management Information Systems Credits: 3
- **UBUS 585 - Business Consulting Project Credits: 3**

*Rationale: OMIS 640, Management of Information Systems Technology, has been replaced by OMIS 697, Digital Transformation Strategy, in the MBA program, and this new course better fits the needs of our MIS graduate students, too. OMIS 660 has a revised course title. OMIS 649 and OMIS 663 are being added to the list of Phase Two Electives. UBUS 585 is being added to formally encourage students to participate in ELC projects. UBUS 595 is being added to provide internship opportunities either externally or internally via an ELC coaching position.*

**CBUSGR20.21.05.04**

Other catalog change

2020-2021 Online Graduate Catalog [LINK](#)

Data Analytics Using SAS Software - SAS Joint Certificate Program (12)

Certificate of Graduate Study

Coordinator: ~~Russell Devereaux~~ **Academic Adviser**, Department of Operations Management and Information Systems

↓

*Rationale: The change is to indicate the academic advisor is the coordinator of the certificate, rather than list the name of a person who holds that position at a point in time.*

**CBUSGR20.21.05.05**

Other catalog change

2020-2021 Online Graduate Catalog [LINK](#)

Enterprise Management Using SAP Software (12)

Certificate of Graduate Study

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 4 of 94

Coordinator: Russell Devereaux **Academic Adviser**, Department of Operations Management and Information Systems

↓

*Rationale:* The change is to indicate the academic advisor is the coordinator of the certificate, rather than list the name of a person who holds that position at a point in time.

**COLLEGE OF BUSINESS Meeting 06**

**Department of Accountancy**

**CBUSGR20.21.06.01**

Change in course title and description      2020-2021 Online Graduate Catalog [LINK](#)

~~ACCY 509 – Federal Taxation: Planning and Control~~ **Taxes and Financial Planning**

~~Study of the basic rules of federal income taxation as they relate to the planning and control opportunities that exist in the conduct of business and nonbusiness transactions.~~ **Study of introductory concepts in tax and estate planning. Topics include income tax fundamentals and calculations for a variety of taxpayers, tax reduction and management techniques, wealth transfer tax compliance and planning, and other relevant topics.** Not open to students with credit in either ACCY 309 or ACCY 455. **Not open to accountancy majors.** A student must earn a grade of B or better in a financial accounting concepts course completed within the five years immediately prior to enrollment.

Credits: 3

*Rationale:* Updated the course title and its description to focus on the study of taxes and tax planning. Updated the course description to provide more detail about the tax concepts that are examined. These changes are within the scope of the student learning objectives (SLO) established for this course. This class will serve as an introduction to taxation course for graduate students: (1) completing the Finance Department's Certified Financial Planner (CFP) program; or, (2) within the University who seek a greater understanding of taxation as a tool for financial planning.

**CBUSGR20.21.06.02**

Change in course title and description      2020-2021 Online Graduate Catalog [LINK](#)

~~ACCY 622 – Managerial Accounting Information Systems~~ **Analysis and Decision-making**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 5 of 94

Study of concepts and practice related to ~~management planning and control systems~~ **the preparation and use of accounting information for planning, decision-making, and control purposes.** Examination of ~~systems that integrate financial and managerial accounting information~~ **costing systems and information with an emphasis on data analysis and use of appropriate technology.** ~~Emphasis on enterprise resource planning systems and related issues.~~ A student must earn a grade of C or better in ~~an intermediate cost management~~ **a managerial accounting** course and complete 6 semester hours of accountancy course work prior to enrollment.

Credits: 3

*Rationale: To reflect the importance of data analysis in managerial decision-making, we have updated the course description to include decision-making concepts. Originally the course emphasized the information systems used in managerial accounting, but we are revising the impact of the course to include decision-making using that information produced by managerial accounting analyses. We emphasize the preparation and use of information to help managers make data-driven decisions. These changes are within the scope of the student learning objectives (SLO) established for this course.*

**CBUSGR20.21.06.03**

Change in course title, description, and prerequisite

2020-2021 Online Graduate Catalog [LINK](#)

ACCY 640 – Financial ~~Statements~~ **Statement** Analysis **and Cost Management**

~~Analysis and interpretation of financial reports with particular reference to the construction of statements, the meaning of accounts, ratios, and other evaluating indices.~~ **Study of the use of accounting information for both investors and managers for planning, decision-making and control of organizations. Focuses on the use of accounting information for strategic decision-making in manufacturing and service organizations as well as those seeking a broad understanding of accounting and financial reporting as it relates to shareholders, creditors, managers and other users of financial information.** Not available for credit in the ~~M.A.S. or M.A.C. programs.~~ **Not open to students with more than 9 semester hours of accounting except by consent of the department.**

Prerequisites & Notes

PRQ: ACCY 630 or consent of department.



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 6 of 94

Credits: 3

*Rationale: This course will become the primary accountancy course for the Master of Business Administration (MBA) program, rather than a two-course sequence of ACCY 630 (Managerial Accounting Concepts) and ACCY 640 (previously titled Financial Statements Analysis). The changes to the course description will update the accountancy content of the MBA program to provide students the ability to study both financial statement analysis and cost management strategies within one course, rather than two. The integration of this content, especially as it relates to decision-making, is particularly relevant to the MBA curriculum. The financial statement analysis on which this focuses will be expanded to consider the cost management perspective as well. These changes are within the scope of the student learning objectives (SLO) established for this course.*

**CBUSGR20.21.06.04**

Other catalog change

2020-2021 Online Graduate Catalog [LINK](#)

**Master of Business Administration**

↓

Phase Two Requirements

↓

Course Requirements

- ACCY 640 - ~~Financial Statements Analysis~~ **Financial Statement Analysis and Cost Management** Credits: 3
- FINA 607 - Financial Analysis Credits: 3
- ↓

*Rationale: Updating course title. See Expedited Course Revisions area in these attachments.*

**Department of Accountancy**

**CBUSGR20.21.06.05**

Other catalog change

2020-2021 Online Graduate Catalog [LINK](#)

**Master of Accountancy**

↓

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 7 of 94

Required Courses (27)

- ACCY 510 - Accounting Information Systems Credits: 3
- ↓
- ACCY 622 - Managerial Accounting Information Systems **Analysis and Decision-making** Credits: 3
- ↓

*Rationale: Updating course title. See Expedited Course Revisions area in these attachments.*

**CBUSGR20.21.06.06**

Other catalog change

2020-2021 Online Graduate Catalog [LINK](#)

**Advanced Study in Accounting Analytics (15)**

↓

Required Courses

- ACCY 675 - Data Analytics and Decision Making in Accounting Credits: 3

Course work from the following (12)

- ACCY 565 - Forensic Accounting/Fraud Examination Credits: 3
- ACCY 611 - Advanced Accounting information Systems Credits: 3
- ACCY 622 - Managerial Accounting Information Systems **Analysis and Decision-making** Credits: 3
- ↓

*Rationale: Updating course title. See Expedited Course Revisions area in these attachments.*

**Department of Marketing**

**CBUSGR20.21.06.07**

Other catalog change

2020-2021 Online Graduate Catalog [LINK](#)

**Master of Science in Digital Marketing**

↓

Phase Two (30-31)

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 8 of 94

Marketing Strategy Foundation (15)

↓

Two of the following (6)

↓

- MKTG 626 - Brand Strategy Credits: 3
- MKTG 630 - Services Marketing Credits: 3
- MKTG 640 - Digital Selling Strategy Credits: 3
- MKTG 650 - Selling for Managers Credits: 3
- MKTG 655 - Promotional Strategy Credits: 3
- MKTG 656 - Global Marketing Strategy Credits: 3
- MKTG 660 - Marketing Seminar Credits: 3
- **MKTG 663 - Data-driven Marketing Decisions Credits: 3**
- MKTG 664 - New Product and Service Innovation Credits: 3

*Rationale: New course MKTG 663 was approved by the College of Business Graduate Curriculum Committee at its Third Meeting, September 29, 2020. Marketing would like it added as an elective to the Phase Two Marketing Strategy Foundation of the M.S. in Digital Marketing degree program.*

**COLLEGE of EDUCATION Meeting 04**

**Graduate Course revisions approved via the expedited process**

**Counseling and Higher Education**

Course Revision: 2020-2021 **CEDU20.21.04.02**

**HESA 573 - Applied Assessment Methods in Higher Education**

Crosslisted as ETR 573X. Opportunity to practice and apply assessment methods through an active higher education assessment project. Instruction and guidance to conceptualize, operationalize, and implement a higher education assessment project.

**Prerequisites & Notes**

**PRQ: HESA 572 - Assessment Methods in Higher Education**

Credits: 3

**RATIONALE:**

Third Meeting/ 2020-21 Academic Year

December 07, 2020

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 9 of 94

HESA 572 covers the basic concepts and procedures on how to conduct assessments in higher education. In HESA 573, students are able to practice and apply the assessment methods they learned about in 572 through conducting an assessment project in higher education. Thus, it is important for students to first take 572 before enrolling in 573.

**Educational Technology, Research & Assessment**

Course Revision: **CEDU20.21.04.03**

[ETR 573X](#) – Applied Assessment Methods in Higher Education

Cross listed as HESA 573. Opportunity to practice and apply assessment methods through an active higher education assessment project. Instruction and guidance to conceptualize, operationalize, and implement a higher education assessment project.

Prerequisites & Notes

PRQ: [ETR 572X – Assessment Methods in Higher Education](#)

Cross listed as HESA 572.

Credits: 3

**RATIONALE:**

To parallel planned changes to cross listed courses in the Department of Counseling and Higher Education. HESA 572 is being added as a prerequisite to HESA 573.

**Special and Early Education**

**CEDU20.21.04.04**

**SESE 511 – Ethics and Professional Behavior for Behavior Analyst** [LINK](#)

An in depth analysis of the ethical responsibilities required of applied behavior analysts or behavioral consultants in special education, school or community settings. Informed consent, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed. Legal issues addressed by direct service providers will be addressed. Ethical decision-making processes within the context of group functions will be emphasized.

**Prerequisites & Notes**

CRQ: SESE 554 [515](#); or consent of department.

Credits: 3

**RATIONALE:**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 10 of 94

This change updates the required course list for the Behavior Analyst Certification to reflect revised course requirements.

**CEDU20.21.04.05**

**SESE 709- Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder [LINK](#)**

Advanced principles and methods of behavior analysis with an emphasis on research-based Interventions for individuals with autism spectrum disorder.

**Prerequisites & Notes**

PRQ: SESE 560 or SESE 603 **708**; or consent of department.

Credits: 3

**RATIONALE:**

This change reflects the change in course requirements for the BCBA program. This change clarifies for candidates which courses are required for their programs, and which courses fulfill prerequisite requirements.

**CEDU20.21.04.06**

**SESE 710- Behavioral Applications and Consultation in School and Community Settings [LINK](#)**

Advanced principles and methods of behavior analysis with an emphasis on effective implementation of behavioral interventions in applied settings. In addition, focus on effective behavioral consultation and supervision of behavior change agents.

**Prerequisites & Notes**

PRQ: SESE 560 or SESE 603 **708**; and SESE 709; or consent of department.

Credits: 3

**RATIONALE:**

This change updates the required course list for the Behavior Analyst Certification to reflect revised course requirements.

**CEDU20.21.04.07**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 11 of 94

**SESE 792- Seminar: Single-Case Research Methodologies for Behavior Analysts**  
[LINK](#)

In-depth analysis of major concepts underlying single-case research regarding individuals with disabilities. Includes overview of single-case designs, data analysis, identification of variables, intervention planning, measurement systems, and parameters most critical in study of children and youth with special needs. Serves as a capstone experience for candidates in the Board Certified Behavior Analyst master's program. May be repeated up to 6 credit hours.

**Prerequisites & Notes**

PRQ: SESE ~~603~~ **708**; completion of 12 credit hours in the program.

Credits: 3

**RATIONALE:**

This change updates the required course list for the Behavior Analyst Certification to reflect revised course requirements.

**CEDU20.21.04.08**

**SESE 570 - Concepts and Principles and Behavior Analysis** [LINK](#)

The theoretical and conceptual framework of behavior analysis as well as the historical and philosophical underpinnings of the experimental analysis of behavior. Emphasis on the experimental research from which behavior analysis is derived. **PRQ: acceptance into program or consent of department.**

Credits: 3

**RATIONALE:**

This course is designed to fulfill the “Concepts and Principles” requirement for students who are pursuing the Board Certified Behavior Analyst (BCBA) credential. The course was originally proposed with no prerequisite. The proposed revision will limit registration to those who have been accepted into the BCBA program or those who have consent of the department.

**CEDU20.21.04.09**

**SESE 606- Methods for Teaching Students with Emotional/Behavioral Disorders**  
[LINK](#)

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 12 of 94

Characteristics of and effective instructional practices for students with emotional/behavioral disorders. Focus on programs, methods, and materials in the organization of the school and classroom environment to facilitate management of academic and social behavior. Reviews theory, eligibility issues, assessment, and instructional methods for educating children with emotional and behavioral disorders. Provides specific techniques to teach social skills in the classroom setting and promote and support social competency in students in grades K-12. Includes field-based activities and experience.

**Prerequisites & Notes**

PRQ: SESE 603 or 708; or consent of department.

Credits: 3

**RATIONALE:**

This change reflects the change in course requirements for the BCBA program. This change clarifies for candidates which courses are required for their programs, and which courses fulfill prerequisite requirements.

**Counseling and Higher Education**

Other Catalog Change: 2020-2021

**Graduate Faculty** [CEDU20.21.04.10](#) LINK

LaVerne Gyant, professor, Ed.D., Pennsylvania State University  
Kimberly A. Hart, Ph.D., clinical assistant Professor, Northern Illinois University  
Jehan Hill, assistant professor, Ph.D., Idaho State University

**Admission**

The faculty in the Department of Counseling and Higher Education selects the best-qualified applicants for admission to its programs. When the number of applicants exceeds a program's capacity, qualified applicants may be denied admission and encouraged to reapply at a later date. Decisions about admissions are ordinarily made each academic term **spring**.

**RATIONALE:**

Both the HESA and COUN programs now make admission decisions during the spring semester instead of each academic term. Also, corrected a capitalization error with Dr. Hart's title.

Other Catalog Change: 2020-2021

Third Meeting/ 2020-21 Academic Year

December 07, 2020

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**  
**Master of Science in Education in Counseling** [CEDU20.21.04.11](#) LINK

Page 13 of 94

The M.S.Ed. in counseling is a nationally accredited (CACREP) program, requiring a minimum of 60 semester hours, that provides preparation in the theory, techniques, and information needed by the professional counselor. The academic requirements as set forth by the Illinois State Board of Education ~~and the National Board for Certified Counselors~~ are fully met by graduates of this program.

**Admission**

Applicants to the program in counseling.... Students are admitted for the ~~summer session or~~ fall semester. All materials must be received by the Graduate School and the Department of Counseling and Higher Education by ~~February 1~~ **January 8**. Applicants are usually notified of an admission decision within three weeks of the pre-admission workshop.

**RATIONALE:**

These changes are necessary to reflect accuracy in recent changes to our admissions process such as an earlier deadline and a new cohort model that requires students begin their programs in the fall. Removal of reference to the National Board for Certified Counselors are unnecessary as NBCC does not require any academic requirements of counseling programs.

Other Catalog Change: 2020-2021

**Doctor of Philosophy in Counselor Education and Supervision**

[CEDU20.21.04.12](#) LINK

**Admission**

An applicant for admission must have

- a master's degree in counseling or the equivalent.
- a GPA of at least 3.20 in previous graduate work; 3.50 or higher preferred.
- ~~GRE General Test scores with a minimum of 500 verbal and 500 quantitative preferred.~~
- three letters of recommendation from individuals ~~holding a doctoral degree which provide supportive evidence of an applicant's academic and professional qualifications~~ **who can speak to applicant's academic and/or professional qualifications. We recommend at least one of the letters be from a current or former professor.** All letters must be dated no more than one year prior to the application deadline.

Prospective students who fail to satisfy ~~either the GPA or the GRE criterion~~ **requirements** may request special consideration of their applications. Such a request must be in writing, must include compensatory evidence related to the deficiencies, and should accompany the application for admission to the Graduate School.



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 14 of 94

Admission to the doctoral program in counselor education and supervision 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 and Higher Education by ~~February 1~~ **the admissions deadline posted on the program's website**. All applicants must complete and pass a Criminal Background Check as part of their application process.

**Internship**

~~An~~ **Approved internships**, comprised of teaching, supervision, research, advanced clinical counseling, ~~and~~ **or professional leadership**, ~~is~~ **are** a required part of the doctoral program. The specific division of internship hours is to be determined in consultation with the student's program committee.

**Examinations**

All doctoral students in counseling are required to pass the candidacy exam prior to admission to candidacy. **Full details of this process are outlined in the program handbook available.**

~~The 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~~ **faculty to take this examination begin the candidacy examination process** as soon as **all core** course work ~~in the basic competencies~~ is completed.

**RATIONALE:**

These program related catalog changes are necessary so that catalog reflects recent changes voted upon by Counseling program faculty. First, we recently voted to remove GRE scores as part of the admission application for the PhD program. Thus, all references to GRE scores need to be removed. We also discussed that professional counselors seeking a PhD may not have extended relationships with faculty members (since the Master's in Counseling is a terminal degree in the profession), so we loosened the requirement that all letters are from individuals holding a doctoral degree. A third change is updating language around internships in the PhD in CES program – students complete six separate internship experiences, so this language needs to reflect that. Finally, the paragraph describing candidacy exams needs to be removed as faculty implemented a new comprehensive exam process that is outlined in detail in the program handbook which is always posted on the program website.

**Educational Technology, Research & Assessment**

**GRADUATE CURRICULAR CHANGES**

New Course: 2020-2021 **CEDU20.21.04.13**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 15 of 94

**CIP 13.0601**

**ETR 750**

**CULTURALLY RESPONSIVE EVALUATION (3)**

Emphasis on evaluation as it relates to social cultural issues and their implications. Focus on conceptual and practical issues related to the planning, implementation, and reporting of evaluation in culturally diverse settings.

PRQ: ETR521 or ETR525 or ETR531, or consent of department.

RATIONALE:

The ability to collect, analyze and interpret educational data in a sociocultural and linguistically diverse setting is increasingly critical to the success of an educational evaluator. This course is designed to equip students with necessary knowledge and skills to leverage evaluation skills. Students will explore evaluation methods and implement concepts from this course to sociocultural and linguistically diverse settings so they can apply appropriate knowledge to their practice.

DUPLICATION OF CONTENT:

This domain-specific course focuses on methods of designing, implementing, and reporting educational evaluation and it is intended for students studying educational evaluation.

### **Special and Early Education**

GRADUATE CURRICULAR CHANGES

New Course: 2020-2021

**CEDU20.21.04.14**

**CIP 13.1099**

**SESE 515**

**Foundations of Applied Behavior Analysis (3)**

Introduction to principles and underlying philosophy of behavior analysis. Emphasis on application of behavior analysis and research-based interventions in classroom, clinical, and consultative settings.

PRQ: admission to the BCBA program or department consent.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 16 of 94

**RATIONALE:**

SESE 515 will replace SESE 554 in the Board Certified Behavior Analyst (BCBA) program. Currently, SESE 554 (Foundations of Applied Behavior Analysis and Positive Behavior Support) serves as the first course in the BCBA course sequence and the initial behavior management course in the LBS1 (Initial Teacher Licensure) programs. The new BCBA standards (BCBA Fifth Edition Task List) require changes in course content so that the needs of students in the BCBA and LBS1 programs cannot be adequately addressed in the same course. In the current course, SESE 554, preservice teachers learn practical research-based strategies to address problem behavior in classroom and school-wide settings. In the proposed course, BCBA students will learn advanced principles of behavior analysis to address more severe problems in the role of a consultant in school-based and clinical settings. While course content in the LBS1 program addresses ISBE and CEC standards, content in the BCBA program addresses the BACB Fifth Edition Task List. Creating this course clarifies for candidates which behavior management course is required for their program of study.

**DUPLICATION OF CONTENT:**

Non-duplication was confirmed by Department of Psychology. See attached forms and email.

New Course: 2020-2021

**CEDU20.21.04.15**

**CIP13.1099**

**SESE 708**

**Advanced Behavior Assessment and Functional Analysis (3)**

**Advanced practices in functional behavior assessment procedures and direct observation methods used by applied behavior analysts in education and clinical settings. Critical analyses of the literature and research-based interventions. Methods for culturally appropriate assessment processes.**

**PRQ: SESE 515 or consent of department.**

**RATIONALE:**

This course will replace SESE 603 in the BCBA (Board Certified Behavior Analyst) Verified Course Sequence. The new BCBA standards (Behavior Analyst Certification Board 5<sup>th</sup> Edition Task List) requires specialized advanced content not covered in SESE 603. While SESE 603 focuses functional assessment procedures that are practical for classroom teachers, SESE

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 17 of 94

708 will cover advanced behavioral assessment and functional analysis procedures used by professional behavior analysts in school and clinical settings. **The new course clarifies for candidates which course is required for their program.**

**DUPLICATION OF CONTENT:**

Non-duplication was confirmed by Department of Psychology. See attached forms and email.

Other Catalog Change:

Behavior Analyst (21)

**Certificate of Graduate Study** **CEDU20.21.04.16** **LINK**

↓

Requirements

- SESE 511 - Ethics and Professional Behavior for Behavior Analysts Credits: 3
- SESE ~~554~~ 515- Foundations of Applied Behavior Analysis and Positive Behavior Support in School and Community Settings Credits: 3
- SESE 570 - Concepts and Principles of Behavior Analysis Credits: 3
- SESE ~~603~~ 708 - Advanced Behavior Assessments and Functional Analysis for Special Educators Credits: 3
- SESE 709 - Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder Credits: 3
- SESE 710 - Behavioral Applications and Consultation in School and Community Settings Credits: 3
- SESE 792 - Seminar: Single-Case Research Methodologies for Behavior Analysts Credits: 3

**RATIONALE:**

These changes update the required course list for the Behavior Analyst Certification to reflect revised course requirements.

Other Catalog Change:

**Master of Science in Education in Special Education** **CEDU20.21.04.17** **LINK**

↓

Specialization in Behavior Analysis

This specialization is designed for educators and other professionals who wish to gain expertise in behavior analysis. Candidates who complete this specialization will gain the necessary skills to solve problems and address concerns related to individuals with learning and behavioral

challenges in school and community settings in combination with a master's degree. The Association for the Behavior Analysis International has approved the listed courses as meeting

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 18 of 94

coursework requirements to sit for the BCBA examination. Individuals will need to meet additional requirements to become eligible for the BCBA examination.

- SESE 511 - Ethics and Professional Behavior for Behavior Analysts Credits: 3
- SESE 515 - Foundations of Applied Behavior Analysis and Positive Behavior Support in School and Community Settings Credits: 3
- SESE 592 - Seminar in Special Education Credits: 3
- SESE 708 - Advanced Behavior Assessments and Functional Analysis for Special Educators Credits: 3
- SESE 606 - Methods for Teaching Students with Emotional/Behavioral Disorders Credits: 3
- OR SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs Credits: 3
- SESE 709 - Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder Credits: 3
- SESE 710 - Behavioral Applications and Consultation in School and Community Settings Credits: 3
- SESE 792 - Seminar: Single-Case Research Methodologies for Behavior Analysts Credits: 3

**RATIONALE:**

These changes update the required course list for the Behavior Analyst Certification to reflect revised course requirements.

Other Catalog Change:

**Doctor of Philosophy in Educational Psychology** CEDU20.21.04.18

↓

**Specialization in Behavior Analysis**

Students may choose to specialize in behavior analysis. All the above course requirements apply to students in this track, except that they do not complete a cognate and are exempt from the EPS 739 methods requirement.

Students who specialize in behavior analysis complete the Certificate of Graduate Study in Behavior Analysis prior to or concurrent with doctoral coursework in educational psychology. The course sequence is as follows:

- SESE 511 - Ethics and Professional Behavior for Behavior Analysts Credits: 3
- SESE 515 - Foundations of Applied Behavior Analysis and Positive Behavior Support in School and Community Settings Credits: 3
- SESE 570 - Concepts and Principles of Behavior Analysis Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 19 of 94

- SESE 603 708 - Advanced Behavior Assessments and Functional Analysis for Special Educators Credits: 3
- SESE 709 - Advanced Applied Behavior Analysis and Research-based Interventions for Individuals with Autism Spectrum Disorder Credits: 3
- SESE 710 - Behavioral Applications and Consultation in School and Community Settings Credits: 3
- SESE 792 - Seminar: Single-Case Research Methodologies for Behavior Analysts Credit: 3

**RATIONALE:**

These changes update the required course list for the Behavior Analyst Certification to reflect revised course requirements.

**COLLEGE of EDUCATION Meeting 05**

**Counseling and Higher Education**

Course Revision:

**CEDU20.21.05.19**

**HESA 700 - Seminar in Higher Education and Student Affairs**

Advanced study and discussion of important issues **and research** relating to the field of higher education and student affairs. ~~Group and individual interests contribute to the design of the course.~~ May be repeated to a maximum of **21 9** semester hours when topic varies. Enrollment in more than one section of this course during a semester is permitted.

**RATIONALE:**

As a practitioner-based program, we emphasize the need to use literature and research to inform practice and student outcomes. Adding the word “research” in the description helps signal to students our focus on research-informed approaches to problems of practice in higher education.

We also reduced the number of semester hours repeatable to align with our current curriculum that has fewer elective options. We deleted the “Group and individual interests...” to avoid confusion that the course is co-constructed during the semester it is offered.

Course Revision:

**CEDU20.21.05.20**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 20 of 94

**HESA 757 - Seminar in Higher Education Outcomes**

Overview of American higher education outcomes and analysis of selected problems and issues.

**RATIONALE:**

Adding “outcomes” to 757 helps to differentiate the two seminar courses as well as the focus on exploring outcomes of higher education.

Course Revision:

**CEDU20.21.05.21**

**HESA 798 - Research Seminar in Higher Education**

Designed for the advanced doctoral student interested in planning and conducting research studies in higher education. Research project may be an exploratory or pilot study related to the doctoral dissertation. May be repeated to a maximum of 6 semester hours. ~~S/U grading.~~

**RATIONALE:**

Faculty have decided HESA 798 needs to be a graded course in order to better reflect student’s effort and course objectives. A letter grade would also better signal the level of success in the course to students as well as their readiness to move forward towards beginning their dissertation.

**CEDU20.21.05.22**

New Course: 2020-2021

**CIP 13.0406**

**HESA 705**

**Theories of College Student Development and Success (3)**

Exploration of theoretical foundations and strategies to foster success (e.g., student learning, development, engagement, persistence). Examinations of organizational contexts in higher education (e.g., institutional behaviors, organizational change) in relation to student development and success.

**RATIONALE:**

As part of our ongoing review our EDD program, the faculty have decided that there is a need for a more specific course focused on college student development and success for our doctoral students. This course also focuses on how institutions and institutional agents can foster and shape student development and learning.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 21 of 94

**DUPLICATION OF CONTENT:**

This is a program specific course. CAHE is the only department teaching college student development courses.

Other Catalog Change: 2020-2021

**CEDU20.21.05.23**

**Doctor of Education in Higher Education LINK**

**Common requirements (21)**

- ~~ETR 521 – Educational Statistics I Credits: 3~~
  - ~~HESA 570 – Organization, Personnel Management, and Academic Administration Credits: 3~~
  - **HESA 700: Seminar in Higher Ed and Student Affairs Credits: 3**
  - HESA 710 - Evaluating Higher Education Programs Credits: 3
  - HESA 720 - Review of Research in Higher Education Credits: 3
  - HESA 721 - Applied Research Design in Higher Education Credits: 3
  - **HESA 757: Seminar in Higher Education Outcomes Credits: 3**
  - HESA 770 - The Administration of Higher Education Credits: 3
  - HESA 798 - Research Seminar in Higher Education Credits: 1-3
- Students need 3 semester hours in this course.

**Area of Specialization (21)**

**College Teaching**

- HESA 504 - Educating for Equity and Social Justice in Higher Education Credits: 3
- HESA 530 - Instructional Theory, Practice and Teaching in Postsecondary Education Credits: 3
- **HESA 702 - Philosophy of Postsecondary Education Credits: 3**
- **HESA 705: Theories of College Student Development and Success Credits: 3**
- HESA 733 - Theory Building for Learning in Postsecondary Education Credits: 3
- HESA 740 - Pedagogical Innovations and Student Learning Credits: 3
- HESA 759 - Critical and Feminist Pedagogies in Higher Education Credits: 3
- ~~Elective (3)~~

**Higher Education Administration**

- HESA 504 - Educating for Equity and Social Justice in Higher Education Credits: 3



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 22 of 94

- HESA 575 - Public Policy Studies in Higher Education Credits: 3
- HESA 702 - Philosophy of Postsecondary Education Credits: 3
- HESA 703 - Postsecondary Access in Higher Education Credits: 3
- **HESA 705: Theories of College Student Development and Success Credits: 3**
- HESA 771 - Legal Aspects of Higher Education Administration Credits: 3
- HESA 772 - Financing Higher Education Credits: 3
- ~~Elective (3)~~

**RATIONALE:**

The addition of HESA 700 and HESA 757 will provide increased flexibility for our cohort-based EDD programs. Moreover, the option of an “elective” has become a bit misleading as the primary elective available to student was HESA 700. By requiring HESA 700, it clarifies that this course is a required course rather than an elective course. HESA 757 will also replace HESA 570 which will allow us to provide more flexibility to teach topical seminars.

HESA 705 has been added as the faculty believed that there needed to be a more specific course related to college student development and success for the Higher Education Administration and College Teaching track.

**Educational Technology, Research & Assessment**

**CEDU20.21.05.24**

New Course: 2020-2021

**CIP 13.0501**

**ETT 515**

**INTRODUCTION TO EDUCATIONAL COMPUTING PEDAGOGY IN K-12 CLASSROOMS (3)**

**An introduction to computing pedagogy for K-12 pre-service and in-service teachers. Introduces domain knowledge and pedagogy related to fostering inclusive computing culture, collaborating around computing, and recognizing and defining computational problems in K-12 school environments. The course also covers ethical and social issues in K-12 technology education along with an overview of K-12 educational technology professional learning communities.**

**RATIONALE:**

This course is designed to prepare Instructional Technology students in the areas of educational computing concepts and pedagogy. Teachers in K-12 are increasingly teaching students about educational technology pedagogy concepts including computational thinking in the classroom. There is a current trend of instructional technology to help teachers develop

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 23 of 94

pedagogy related to the topic of educational computing in instructional technology. The latest standards from International Society for Technology in Education (2017 ISTE-E and ISTE-C standards) and Computer Science Teachers Association (2020 CSTA standards) have included this topic in instructional technology standards along with equity, inclusivity, and diverse perspectives in the K-12 classroom.

**DUPLICATION OF CONTENT:**

This domain-specific course focuses on educational computing concepts and pedagogy in the context of instructional technology in K-12 settings and is intended for students studying instructional technology and Technology Specialist K-12 endorsement.

**CEDU20.21.05.25**

New Course: 2020-2021

**CIP 13.0501**

**ETT 516**

**DATA ANALYSIS AND PROGRAMMING IN EDUCATION (3)**

This course provides an introduction to pedagogy for pre-service and in-service teachers related to educational technology systems. The course introduces domain knowledge and appropriate teaching techniques related to teaching human computer interaction, computational problem solving, web design, programming, and data analysis in K12 school environments.

**RATIONALE:**

This course is designed to prepare Instructional Technology students in the areas of data analysis and programming in education. Teachers in K-12 are increasingly teaching students about technology enhanced data analysis and application authoring including computational thinking in the classroom. There is a current trend of instructional technology to help teachers develop data analysis and learning application authoring skills related to the topic of educational computing in instructional technology. The latest standards from International Society for Technology in Education (2017 ISTE-E and ISTE-C standards) and Computer Science Teachers Association (2020 CSTA standards) have included this topic in instructional technology standards along with equity, inclusivity, and diverse perspectives in the K-12 classroom.

**DUPLICATION OF CONTENT:** This domain-specific course focuses on educational computing concepts and pedagogy in the context of instructional technology in K-12 settings

and is intended for students studying instructional technology and Technology Specialist K-12 endorsement.

**CEDU20.21.05.26**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 24 of 94

New Course: 2020-2021

**CIP 13.0501**

**ETT 517**

**CYBERSECURITY IN EDUCATION (3)**

Introduction to internet safety and cybersecurity in the K-12 setting. Topics include: identifying issues of internet safety and cybersecurity in education; understanding digital citizenship, privacy, and cyber safety; applying federal and state mandates relevant to education; designing learning activities related to issues of cybersecurity and digital citizenship; collecting and evaluating internet resources appropriate for educational purposes.

**RATIONALE:**

This course is designed to prepare Instructional Technology students in the areas of digital citizenship, internet safety, and cybersecurity in education. Building awareness of cybersecurity and internet safety in K-12 setting is a growing demand in educational technology. The wide use of technology and the internet impacts students' lives, increasing daily. In contrast, this reliance on technology creates an enormous risk of cyberthreats. Internet availability raises the vitality of cybersecurity issues, particularly for the K-12 students that spend countless hours in cyberspace. This course aims to offer introductory knowledge and hands-on experience on information security, practical and straightforward strategies that can be transferred into action by K-12 students. The latest standards from International Society for Technology in Education (2017 ISTE-E and ISTE-C standards) and Computer Science Teachers Association (2020 CSTA standards) have included topics related to digital citizenship, internet safety, and cybersecurity in instructional technology standards along with equity, inclusivity, and diverse perspectives in the K-12 classroom.

**DUPLICATION OF CONTENT:**

This domain-specific course focuses on increasing the awareness of cybersecurity threats and prevention strategies in the context of K-12 classroom settings and is intended for students studying instructional technology and Technology Specialist K-12 endorsement.

**CEDU20.21.05.27**

New Course: 2020-2021

**CIP13.0501**

**ETT 518**

**VISUAL PROGRAMMING TOOLS FOR CHILDREN IN EDUCATION (3)**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 25 of 94

Exploration of existing tools that allow K-12 students to program visually. Developing proficiency with visual programming tools on different platforms. Leveraging programming and authoring skills when designing inquiry-based learning activities.

**RATIONALE:**

This course is designed to prepare Instructional Technology students in the areas of educational computing concepts and pedagogy. Visual programming, as the most friendly, engaging, and intuitive approach for students to learn programming and computational thinking, is increasingly adopted in K-12 schools. The ability to design, implement, debug, and review computer programs is critical to instructional technologists. This course equips instructional technologists with necessary knowledge and skills of visual programming. The latest standards from International Society for Technology in Education (2017 ISTE-E and ISTE-C standards) and Computer Science Teachers Association (2020 CSTA standards) have included this topic in instructional technology standards along with equity, inclusivity, and diverse perspectives in the K-12 classroom. Students will explore existing visual programming tools/apps on different platforms so that they can design meaningful, inquiry-based programming activities in their classroom teaching.

**DUPLICATION OF CONTENT:**

This domain-specific course focuses on engaging students in inquiry-based graphical programming activities in the context of K-12 classroom settings and is intended for students studying instructional technology and Technology Specialist K-12 endorsement.

**CEDU20.21.05.28**

New Course: 2020-2021

**CIP 13.0501**

**ETT 520**

**PROSEMINAR IN COMPUTATIONAL THINKING AND REASONING IN K-12 CONTEXTS (3)**

Introduction to the definitions of computational thinking and exploration of practices of computational thinking in K-12 contexts

**RATIONALE:**

This course is designed to prepare Instructional Technology students in the areas of computational thinking and reasoning in K-12 contexts. Teachers in K-12 are increasingly

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

teaching students about computational thinking in the classroom. There is a current trend of instructional technology to help teachers develop pedagogy related to the topic of computational thinking in the context of educational technology. The latest standards from International Society for Technology in Education (2017 ISTE-E and ISTE-C standards) and Computer Science Teachers Association (2020 CSTA standards) have included this topic in instructional technology standards along with equity, inclusivity, and diverse perspectives in the K-12 classroom.

**DUPLICATION OF CONTENT:**

This domain-specific course focuses on computational thinking in the context of instructional technology in K-12 settings and is intended for students studying instructional technology and Technology Specialist K-12 endorsement.

**Educational Technology, Research and Assessment [LINK](#)**

**CEDU20.21.05.30**

Other Catalog Change: 2020-2021

Chair: Wei-Chen Hung



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~~ **educational research, evaluation, and assessment** and to the Master of Science in Education and the Doctor of Philosophy degrees in instructional technology. The department also offers licensure programs for technology specialist and library information specialist. The licensure programs are fully accredited by the state of Illinois and by appropriate professional associations. The department works to advance the development and use of technology, research methodology, and assessment in a variety of settings to enhance teaching, learning, and scholarship. Through course work in the department, opportunities are provided for students to develop core knowledge and competence in assessment and evaluation and research methodology to support programs in the College of Education, as well as programs in other disciplines.

Students interested in educator licensure should also see “Educator Licensure Information.”

**Master of Science**

~~Educational research and evaluation~~ **Educational research, evaluation, and assessment**

**Master of Science in Education**

Instructional technology

**Doctor of Philosophy**

Instructional technology



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 27 of 94

**RATIONALE:**

This revision is necessary to align the ETRA department page in the graduate catalog with proposed changes to the title of one of ETRA's degree programs. The CIP code for the program will not change.

**College of Education [LINK](#)**

**CEDU20.21.05.31**

Other Catalog Change: 2020-2021

**Dean: Laurie Elish-Piper, Ph.D.**

**Associate Dean, Academic Affairs: David A. Walker, Ph.D.**

**Associate Dean, Research, Resources, and Innovation: William A. Pitney, Ed.D.**

Department of Counseling and Higher Education

Department of Curriculum and Instruction

Department of Educational Technology, Research and Assessment

Department of Kinesiology and Physical Education

Department of Leadership, Educational Psychology and Foundations

Department of Special and Early Education

↓

**Educational Technology, Research and Assessment**

Go to information for this department.

Hide programs for this department.

**Master's Programs**

- Master of Science in Education in Instructional Technology
- Master of Science in ~~Educational Research and Evaluation~~ **Educational Research, Evaluation, and Assessment**

**Doctoral Programs**

- Doctor of Philosophy in Instructional Technology

↓

**RATIONALE:**

This revision is necessary to align the COE page in the graduate catalog with proposed changes to the title of one of ETRA's degree programs. The CIP code for the program will not change.

**CEDU20.21.05.32**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 28 of 94

Other Catalog Change: 2020-2021

**Graduate Programs [LINK](#)**

Below is a list of graduate programs, including, but not limited to, master's programs, doctoral programs, educator licensure programs, and certificates of graduate study.

**Master's Programs**

↓

- ~~Master of Science in Educational Research and Evaluation~~ **Educational Research, Evaluation, and Assessment**

↓

**RATIONALE:**

This revision is necessary to align the Graduate Programs page in the graduate catalog with proposed changes to the title of one of ETRA's degree programs. The CIP code for the program will not change.

**Kinesiology and Physical Education**

New Course: 2020-2021

**CEDU20.21.05.33**

**CIP 31.0504**

**LESM 502**

**Issues and Strategies in the Esports Industry (3)**

**Examination of various organizational aspects of the Esports industry. Topics include team and league structures, player and competitive game management, social media strategies, event management, Esports product strategies, diversity issues, and current and future industry issues.**

**RATIONALE:**

In 2019, the Esports industry exceeded the billion-dollar revenue mark. As a result, professional opportunities are becoming more prevalent. This course will afford students additional insights into these job possibilities. Coursework would be of interest for students pursuing graduate work in sport management, business, computer science, and others interested in a potential career in this field.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 29 of 94

**DUPLICATION:**

Since this course is program specific, there will be no course duplication with any other course currently being given on campus.

**CEDU20.21.05.34**

New Course: 2020-2021

**CIP 31.0504**

**LESM 561**

**Contemporary Issues in College Athletics (3)**

Examination of current trends, issues, and concerns in intercollegiate athletics. Topics include organizational structure, diversity, student-athletes, marketing, governance, and current and future industry trends.

**RATIONALE:**

Currently, intercollegiate athletics is a multibillion-dollar business. As a result, professional opportunities are becoming more prevalent (in addition to the number of current graduate students serving as graduate assistants in NIU's athletics department). This course will afford students additional insights into the current trends and major issues in intercollegiate athletics. Coursework would align well for students interested in pursuing a career in this sector of the sporting industry. This course has also been run as a special topics course for the past 3 years with enrollments exceeding 20 students each offering.

**DUPLICATION:**

Since this course is program specific, there will be no course duplication with any other course currently being given on campus.

Other Catalog Changes: 2020-2021

**CEDU20.21.05.35**

**Sport Management LINK**

Select three of the following (9)

**KNPE 586 - Sport in Society**

**LESM 536 - Sport Industry and Organizations**

**RATIONALE:**



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 30 of 94

As additional focus in the sport industry centers on diversity and other inclusion efforts, it is important that students have the option of a course in social issues within sport. Students will have the option to take this course or still have the choice to take other courses of interest to them as detailed in the current certificate offerings.

**COLLEGE of EDUCATION Meeting 06**

**Counseling and Higher Education**

Course Revision: 2020-2021 **CEDU20.21.06.14**

**COUN 532 - Evidence Informed Practices in Clinical Mental Health Professional Counseling and Counselor Education**

Critical evaluation of research findings that guide contemporary mental health professional counseling, counselor education, and clinical supervision practices. Review of clinical research practices and principles, identification of best practices in client engagement, and treatment of mental health disorders, wellness, education and career concerns.

Credits: 3

**RATIONALE:**

The course title and description are being modified to accurately reflect the multiple specializations and settings in which our graduates will work. In the past, this course was required only for clinical mental health students. However, there is a growing need for counselors and counselor educators to be well prepared to read the clinical literature with an eye toward application of evidence-informed interventions. Our core counseling coursework does not currently have space for including this material, given the many other standards required by our accrediting body, CACREP.

**Kinesiology and Physical Education**

Course Deletions:

KNPE 503 - Advanced Clinical Experience in Physical Education **CEDU20.21.06.15**

KNPE 507 - History of Physical Education **CEDU20.21.06.16**

KNPE 509 - Philosophy of Physical Education **CEDU20.21.06.17**

KNPE 540 - Planning and Use of Facilities for Physical Education **CEDU20.21.06.18**

KNPE 541X - Organization and Administration of Interscholastic Athletics **CEDU20.21.06.19**

KNPE 559 - Physical Fitness Programming **CEDU20.21.06.20**

KNPE 566 - Public Relations for Physical Education **CEDU20.21.06.21**

KNPE 575 - Seminar in Movement Education **CEDU20.21.06.22**

KNPE 576 - Seminar in Elementary School Physical Education **CEDU20.21.06.23**

KNPE 640 - Administrative Procedures of Physical Education **CEDU20.21.06.24**

Third Meeting/ 2020-21 Academic Year

December 07, 2020

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 31 of 94

**RATIONALE:**

Catalog clean-up. Courses have not been offered in over eight years. Course deletions will not impact other departments or non-KNPE programs.

**Leadership, Educational Psychology and Foundations**

Course Revision: **CEDU20.21.06.25**

**LEBM 586 - Internship in School Business Management**

Work individually or in small groups in a practical situation under guidance of a staff member of that setting and a university supervisor. Minimum of 6 semester hours required for chief school business official endorsement. May be repeated to a maximum of 12 semester hours, although typically only 6 semester hours may be applied to the program of study. LEBM 586 is ~~ordinarily~~ to be taken 2 semester hours per term for three consecutive terms for a total of 6 semester hours. S/U grading.

Prerequisites & Notes

PRQ: LEBM 501 and LEBM 521, or consent of department.

Credits: **2** ~~1-12~~

**RATIONALE:**

For each of the three semesters that students take internship credits they are required to register for two credit hours. When the default is set at one credit hour, students often erroneously sign up for only one credit. This creates additional work for LEPF staff as they have to manually ensure that students have indeed registered for the two credit requirement.

**Kinesiology and Physical Education**

New Courses:

**CEDU20.21.06.26**

New Course: 2020-2021

CIP Code: 31.0505

**KNPE 515**

**Advanced Laboratory Techniques in Exercise Physiology (3)**

Fundamental and advanced technical procedures associated with the physiological assessment of human fitness in the laboratory. Considerable emphasis is given toward the evaluation of proper laboratory technique, data collection and analyses, and practical implications of these laboratory procedures.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 32 of 94

PRQ: Admission into the master's program in Kinesiology and Physical Education program (exercise physiology specialization); or consent of department.

**RATIONALE:**

Given changes to the discipline and profession, this course will greatly enhance the student experience in the program and better position them for job placement upon graduation. This update also aligns with similar programs at peer institutions. Also note that KNPE 515 will replace KNPE 514 as part of the core coursework within the specialization.

**DUPLICATION OF CONTENT:**

Since this is a department-specific course, no duplication exists.

**CEDU20.21.06.27**

New Course: 2020-2021

CIP Code: 13.1314

**KNPE 579**

**Field Experience in Secondary Physical Education (3)**

Practicum in supervised experiences that include observations, small group teaching, and large group teaching in the public and/or parochial schools.

PRQ: KNPE 544.

**RATIONALE:**

The proposed course at three credit hours will better reflect experiences and activities recommended for educator licensure. The course offers more flexibility to offer a more extended placement with the distinction of three credit hours and placement in a middle school and/or high school during the completion of the course. Replaces material covered in KNPE 567A, KNPE 567B, and KNPE 569.

**DUPLICATION OF CONTENT:**

Since this is a department-specific course, no duplication exists. It also replaces materials covered in three previously required courses for PE licensure - KNPE 567A, KNPE 567B, and KNPE 569.

**CEDU20.21.06.28**

Other Catalog Change: 2021-2022

**Certificate of Graduate Study - Adapted Physical Education (125) [LINK](#)**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 33 of 94

This certificate is designed to provide physical education teachers **and those seeking licensure** with the skills and knowledge necessary to design and deliver individualized movement programs for children and young adults with disabilities.

**Requirements (12.5)**

- KNPE 578 - Seminar in Motor Development Credits: 3
- ~~KNPE 686 – Seminar in Motor Learning Credits: 3~~
- KNPE 589 - Inclusion Strategies for Special Populations: Theory and Practice Credits: 3
- KNPE 590 - Physical Education for Individuals with Physical and Sensory Disorders Credits: 3
- KNPE 591 - Assessment and Program Planning in Adapted Physical Education Credits: 3
- ~~One 500/600-level course within Special and Early Education (3);~~  
OR KNPE 549 – Independent Study in Kinesiology and Physical Education Credits: 1-3

**RATIONALE:**

Updated curriculum provides students with a more efficient and streamlined plan of study to optimize certificate enrollment. Also, updated program better aligns with the specialization in Physical Education Pedagogy - i.e., students will be able to complete the CGS in APE more seamlessly. Finally, the 12-hour sequence effectively aligns with current industry trends and programs at other peer institutions. SEED has been notified about removing a course option from their department.

**CEDU20.21.06.29**

Other Catalog Change: 2021-2022

**K-12 Licensure in Physical Education [LINK](#)**

**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)**
- KNPE 235; **Fundamental Sport Skills (3)**
- KNPE 313; **Mechanical Kinesiology of Motor Skills (3)**  
OR KNPE 314; **Applied Kinesiology (4)**

**Physical Education Professional Course Requirements**

~~KNDN 351 - Multicultural Dance (3)~~ **Credits: 3**

~~KNPE 365; - Introduction to Adventure Education (3)~~ **Credits: 3**

~~KNPE 368; - Sport Education (3)~~ **Credits: 3**

KNPE 544 - Field Experience in the Elementary School Credits: 1

KNPE 545 - Assessment in Kinesiology and Physical Education Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 34 of 94

KNPE 557 - Applied Physiology of Exercise Credits: 4

KNPE 567A – Field Experience in Middle School Credits: 1

KNPE 567B – Field Experience in High School Credits: 1

KNPE 569 – Instructional Skills for Physical Education Credits: 3

KNPE 570 - Field Experience in Outdoor Environments Credits: 1

KNPE 577 - Physical Education in the Elementary School Credits: 3

KNPE 578 - Seminar in Motor Development Credits: 3

OR KNPE 686 - Seminar in Motor Learning Credits: 3

KNPE 579 - Field Experience in Secondary Physical Education Credits: 3

KNPE 589 - Inclusion Strategies for Special Populations: Theory and Practice Credits: 3

KNPE 592 - Clinical Experience in Special Physical Education Credits: 1-2

KNPE 598A - Elementary School Student Teaching in Physical Education Credits: 6

KNPE 598B - Middle School Student Teaching in Physical Education Credits: 6

OR KNPE 598C - High School Student Teaching in Physical Education Credits: 6

KNPE 620 - Seminar in Physical Education Curriculum Credits: 3

One of the following

KNPE 578 – Seminar in Motor Development Credits: 3

KNPE 686 – Seminar in Motor Learning Credits: 3

**RATIONALE:**

Catalog clean-up and addition of KNPE 579 to the curriculum (which combines coursework from KNPE 567A, KNPE 567B, and KNPE 569. “One of the following” option simply moved into the required coursework.

**CEDU20.21.06.30**

Other Catalog Change: 2021-2022

**Master of Science in Sport Management [LINK](#)**

**Requirements for Accelerated B.S./M.S. in Sport Management**

The accelerated program leads to both the B.S. and M.S. degrees in Sport Management. Students who want to complete this program must identify themselves to the Department of Kinesiology and Physical Education as undergraduate majors and gain successful entry to the M.S. in Sport Management program. Early admission to the M.S. in Sport Management program will be on a competitive basis, and the likelihood of admission will depend on the number and quality of the applicants to the program.

Eligibility requirements for application to the M.S. in Sport Management program through the accelerated B.S. in Sport Management program are:

- Undergraduate majoring in sport management.
- Completion of at least 90 semester hours of undergraduate designated course work as approved by their advisor.
- Minimum of 3.00 GPA.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 35 of 94

- Completion of all application requirements, including application to the graduate school, statement of purpose, resume, two letters of recommendation, and transcripts for all college course work. Qualified applicants may undergo a preadmission interview with the program faculty. The GRE will be waived for students.

**Curriculum**

Students must complete a minimum of 90 semester hours of undergraduate designated course work as approved by adviser and outlined in their B.S. curriculum for the accelerated B.S./M.S. degree. Students accepted into the M.S. in Sport Management degree will matriculate into the program during the summer of their final undergraduate year. The graduate-level courses taken in the B.S./M.S. accelerated degree are the same as those taken in the stand-alone M.S. in Sport Management program.

Up to 15 semester hours of the M.S. in Sport Management core courses can be counted toward the 120 hours needed for the undergraduate degree. Students must complete all undergraduate requirements and receive their B.S. degree by the end of the spring semester of their fourth year. After completing all requirements required in the Graduate Catalog, students will receive their M.S. in Sport Management degree.

Students must gain successful entry to the M.S. in Sport Management program, complete all general education requirements, and earn at least 105 semester hours of undergraduate credit by the end of their third year. Beginning with the summer semester between their third and fourth year, students will complete their culminating undergraduate internship (6 credit hours of LESM 486). Successful completion of summer, fall, and spring courses will count toward the final 15 hours of the undergraduate degree.

Failure to meet requirements of the accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met. Students should work closely with their advisor to ensure their progress towards both degrees.

**RATIONALE:** With the recent and successful launch of the B.S. in Sport Management program (130 students in Year 2) as well as the sustained enrollments as the graduate level in this area of study, the accelerated B.S./M.S. in Sport Management program would provide students with the opportunity to complete both degrees in 4-5 years. In addition, this program will be an excellent recruitment tool to prospective undergraduate students in an effort to optimize undergraduate/graduate enrollments for those who are interested in this field of study. This endeavor will also afford the department more financial efficiencies with delivering both programs of study.

**CEDU20.21.06.31**

Other Catalog Change: 2021-2022

**Master of Science in Athletic Training [LINK](#)**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 36 of 94

**Admission**

To be considered for admission to the M.S.A.T program, an applicant must be admitted to Graduate School at NIU and have **successfully** completed the following baccalaureate course work:

- Human anatomy and physiology (8 semester hours preferred, 4 semester hours mixed course minimum)
- Chemistry
- ~~General chemistry with lab (4 semester hours)~~
- ~~Physics with lab (4 semester hours)~~
- Physics
- ~~Cellular biology with lab (4 semester hours)~~
- Biology
- Psychology or sport psychology

**While not required, it is highly recommended that students have successfully completed coursework in:**

- **Biomechanics/kinesiology**
- **Exercise physiology**
- **Human nutrition or sport nutrition**

Applicants must complete a limited admissions application, which will include a letter of interest, resume, three letters of recommendation, minimum of 50 observation hours with a BOC certified athletic trainer within the last 10 months prior to application, and transcripts for all prerequisite courses **and/or highly recommended courses**. Syllabi for all prerequisite courses should be available upon request. ~~Applicants must also provide proof of BLS or Healthcare Provider CPR/AED and First Aid Certification (see list of approved certifications per BOC).~~ Qualified applicants will undergo a pre-admission interview. The GRE is not required for admission. Applicants will be ranked based on their overall GPA, the GPA of their prerequisite coursework, **successful completion of highly recommended coursework**, letters of recommendation, and interview performance.

Students will be required to undergo criminal background checks in order to be placed at clinical experience sites. If the student has a prior criminal record, he or she may not be able to complete the program or required courses.

**RATIONALE:**

Modifications of the prerequisite courses were made to better represent what prerequisites were mandated by accreditation and which prerequisites are preferred or highly recommended for a stronger application to the program. To further eliminate any confusion surrounding CPR certification requirements we have decided to incorporate this certification into one of the first courses the student is required to take in the MSAT program, KNAT 500.

**Leadership, Educational Psychology and Foundations**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 37 of 94

**GRADUATE CURRICULAR CHANGES**

Other Catalog Changes:

**CEDU20.21.06.33**

Other Catalog Change: 2021-2022

**Educational Specialist in Educational Administration [LINK](#)**



**Admission**

The faculty in educational administration select the most qualified applicants. Preference is given to experienced administrators who hold a master's degree from an accredited university, with a **preferred** minimum graduate GPA of 3.50. Faculty decisions are based on the total profile of each applicant. Any applicant who is denied admission may submit an appeal to be reviewed by the admissions committee and the faculty. Appeals must be in writing, explain the basis for the appeal, and include information not previously submitted.

Applicants for this program must complete all Northern Illinois University application procedures for admission related to the graduate program in the College of Education and meet that program's admission criteria. Prior to formal admission into the Ed.S. in Educational Administration, prospective students must enroll in and complete LEEA 700 and ~~be enrolled in~~ LEEA 710. The preparation of the admission portfolio, response to a written scenario, and the interview with two NIU faculty members takes place during LEEA 710. Applicants must possess and provide evidence of the following in order to be considered for admission:

- An approved application to Northern Illinois University at the time of admission.
- A letter of recommendation from the superintendent where the candidate is currently employed.
- Copies of previous performance evaluations and/or letters of recommendation from current/former supervisors demonstrating support for
  - all students achieving high standards of learning
  - an analysis of classroom or school learning data
  - work with families and/or community groups
  - examples of analytical abilities; and evidence of curriculum development, student assessments, or other initiatives that resulted from involvements with school committees.
- Selection through an in-person interview with at least two full-time NIU faculty members.
- Completed LEEA 700 and **LEEAA 710** with a grade of **B-** or higher and ~~be enrolled in LEEA 710.~~
- A valid and current Illinois professional educator license endorsed in general administrative, principal, chief school business official, or director of special education.
- ~~A passing score on the Illinois state approved Test of Academic Proficiency (TAP) or Basic Skills Test as approved by the state.~~



Third Meeting/ 2020-21 Academic Year

December 07, 2020

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 38 of 94

- ~~At least two years of full-time administrative or supervisory experience in a public school district or nonpublic school.~~
- Successful completion of a written response to a scenario.
- Submission of a portfolio that demonstrates evidence of a candidate's proficiency in each of the following categories:
  - support for all students achieving high standards of learning
  - use of data to improve learning
  - significant building leadership roles
  - strong oral and written communication skills
  - analytic abilities needed to collect and analyze data for student improvement
  - demonstrated respect for family and community
  - strong interpersonal skills.

Candidates may transfer up to 12 credits pending an evaluation of official transcripts from accredited institutions for comparable courses. A final determination of the courses for transfer will be made by the Leadership, Educational Psychology and Foundations Department Chair (or designee) upon transcript review. **Two years of full-time administrative or supervisory experience must be completed before students are able to receive their endorsement.**

**RATIONALE:** The “preferred” GPA provides the program area more flexibility in admitting candidates who may be strong in all other requirements but who have a slightly lower GPA. The removal of the TAP language is because it is no longer a state requirement. The addition of LEEA 710 into the catalog language is to formalize a practice that has been in place for a couple of years already; we have looked at performance in both LEEA 700 and LEEA 710 as both classes are taken during the first semester. The addition of “B-“ clarifies any issues for students who obtain a B- in either of those classes as in the past, it has not been clear if “B” also includes B- since we switched to the +/- grading system. In addition, the state has recently changed the rules regarding students' administrative experience and now allows them to complete this requirement during their coursework

**CEDU20.21.06.34**

Other Catalog Change: 2021-2022

**Leadership, Educational Psychology and Foundations**

**Regulations Governing Programs in Educational Administration and School Business Management LINK**

**Admission**

~~Applicants for the master's degree in school business management may submit scores from the GMAT in lieu of GRE scores.~~ Qualified applicants to the Ed.S. and Ed.D. programs must demonstrate writing competency and computer literacy and participate in a pre-admission

interview. Students seeking admission to licensure-only programs in the department should contact the department for application materials.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 39 of 94

**CEDU20.21.06.35**

[LINK](#)

Other Catalog Change: 2021-2022

**Master of Science in Education in Educational Administration**

**Admission**

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

- A preferred minimum undergraduate GPA of 3.00.
- ~~GRE with a preferred score at or above the 50th percentile. May be waived if the candidate already holds a master's degree from an accredited institution with a minimum GPA of 3.0. Contact the department for details.~~

**CEDU20.21.06.36**

[LINK](#)

Other Catalog Change: 2021-2022

**Doctor of Education in Educational Leadership and Policy Studies**

**Admission**

An applicant for admission to the Ed.D. program in educational leadership and policy studies must submit

- all official transcripts from institutions of higher education;
- ~~scores on the GRE;~~
- three letters of recommendation from professors and/or practicing school administrators who hold state licensure.

**CEDU20.21.06.37**

[LINK](#)

Other Catalog Change: 2021-2022

**Admission to Graduate Study**

**Examinations Required for Admission**

**Graduate Record Examination (GRE)**

Applicants to the following programs are exempt from the GRE:

- Master of Science in Education in Early Childhood Education (exempt)
- **Master of Science in Education in Educational Administration**
- Master of Science in Education in Higher Education and Student Affairs (exempt)

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 40 of 94

- Master of Science in Rehabilitation Counseling
- **Master of Science in School Business Management**
- Master of Science in Taxation (see Graduate Management Admission Test below)
  
- Doctor of Nursing Practice
- **Ed.D. in Educational Leadership and Policy Studies**
- Ed.D. in Higher Education (exempt)

**RATIONALE:**

Very often this admission requirement is waived for students entering the program. Keeping the GRE/GMAT in the list of requirements creates confusion and apprehension among prospective students and does not affect the quality of potential candidates that matriculate into the program.

**Special and Early Education**

Other Catalog Change:

**CEDU20.21.06.38**

Other Catalog Change: 2021-2022

**Master of Science in Education in Early Childhood Education LINK**

↓

**Requirements**

Programs of study must include a minimum of ~~33~~ **32** semester hours, ~~of which a minimum of 18 semester hours must be chosen from courses in early childhood education, depending on the Early Childhood tack selected (Licensure, Non-licensure).~~ Candidates elect either the **licensure or non-licensure track.** ~~non-thesis or thesis option.~~

↓

**~~Non-Thesis Option~~**

~~Required courses:~~

- ~~EPS 506 – Theories and Research in Child Behavior and Development Credits: 3~~
- ~~OR HDFS 532 – Theories of Child Development Credits: 3~~
- ~~SEEC 500 – Analysis of Instruction in Early Childhood Education Credits: 3~~
- ~~SEEC 504 – Developmentally Appropriate Practice in the Primary Classroom Credits: 3~~
- ~~SEEC 511 – Comparative/International Early Childhood Education Credits: 3~~
  
- ~~SEEC 521 – Educational Diagnosis and Assessment of Young Children with Special Needs Credits: 3~~

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 41 of 94

- ~~OR SESE 523 – Observation and Assessment in Early Childhood Special Education Credits: 3~~
- ~~SEEC 535 – Family and School Partnerships for Academic Success Credits: 3~~
- ~~SEEC 598 – Master’s Project Credits: 3~~

~~One graduate-level course in research, such as the following, or approved by adviser (3)~~

- ~~ETR 519 – Applied Educational Research Credits: 3~~
- ~~ETR 520 – Introduction to Research Methods in Education Credits: 3~~
- ~~ETR 521 – Educational Statistics I Credits: 3~~

**Focus Area**

~~A focus area will be selected to provide a broader base of knowledge, a supportive skill, or more sophisticated research competencies. The focus area requires a minimum of 9 semester hours, approved by adviser, selected from the following: administration of early childhood programs, emergent literacy, movement development, pedagogy in early childhood education, research in early childhood education, and special education.~~

~~Successful completion of a comprehensive examination must occur in conjunction with the master’s project.~~

**Thesis Option**

~~Candidates electing the thesis option will select research in early childhood education as their focus area. Six of the 9 semester hours required for the focus area must be taken in SEEC 699, Master’s Thesis. Candidates electing the thesis option are still required to take SEEC 598.~~

- ~~SEEC 598 – Master’s Project Credits: 3~~
- ~~SEEC 699 – Master’s Thesis Credits: 1-6~~

**M.S.Ed. Early Childhood Education (Licensure)**

- EPS 506 - Theories and Research in Child Behavior and Development (3)
- ETR 520 - Introduction to Research Methods in Education (3)
- SEEC 500 - Analysis of Instruction in Early Childhood Education (3)
- SEEC 504 - Developmentally Appropriate Practice in the Primary Classroom (3)
- SEEC 520 - Language Arts in Early Childhood Education (3)
- SEEC 531 - Social Learning and Social Science in Early Childhood Education (3)
- SEEC 532 - Young Children's Exploration of the Physical World (3)
- SEEC 535 - Family and School Partnerships for Academic Success (3)
- Or SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs (3)

SEEC 598 - Master's Project (2)

SESE 523 - Observation and Assessment in Early Childhood Special Education (3)

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 42 of 94

LTIC 501 - Multicultural Education: Methods and Materials (3)  
or LTIC 520 - Methods and Materials for Teaching English as a Second Language in Content Areas (3) or **TLRN 501X – Multicultural Education: Methods and Materials (3)**  
LTLA 537 - Acquisition of Spoken and Written Language (3)  
LTRE 516 - Emerging Literacy Development (3)  
SEEC 582 - Preprimary Clinical Experience (1)  
SEEC 583 - Primary Clinical Experience (1)  
SEEC 585A - Preprimary Student Teaching (3)  
SEEC 585B - Primary Student Teaching (3)  
SEEC 586 - Internship (1)

The licensure track requires prerequisite coursework in: Biology, Physical Science, Early and Space Science, History, Geography, Civics and Government, and Economics

**M.S.Ed. Early Childhood Education (Non-licensure)**

EPS 506 - Theories and Research in Child Behavior and Development (3)  
ETR 520 - Introduction to Research Methods in Education (3)  
SEEC 500 - Analysis of Instruction in Early Childhood Education (3)  
SEEC 504 - Developmentally Appropriate Practice in the Primary Classroom (3)  
SEEC 535 - Family and School Partnerships for Academic Success (3)  
SESE 523 - Observation and Assessment in Early Childhood Special Education (3)  
SEEC 598 - Master's Project (2)  
Electives within Department (6)  
Electives outside of Department (6)

**Early Childhood Special Education Approval (Optional; Required for Approval only)**

SESE 524 - Methods and Strategies for Promoting Development and Teaching Infants, Toddlers, and Young Children with Disabilities and Special Needs (3)  
SESE 526 - Working with and Supporting Families of Young Children with Disabilities and Special Needs (3)

**Thesis Option**

A thesis option is available. Please see your program advisor for details.

**RATIONALE:**

The proposed changes clarify information already listed in the catalog by reorganizing the course listings into sections for licensure and non-licensure options. Prior to this, candidates had difficulty distinguishing which set of courses were required when pursuing licensure.

Changes to the credit hours for SEEC 583 (from 2 to 1) and SEEC 598 (from 3 to 2) reflect proposed changes submitted as course revisions.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 43 of 94

**COLLEGE of EDUCATION Meeting 07**

**Special and Early Education**

**CEDU20.21.07.16**

New Course: 2021-2022

**CIP Code:** 13.1210

**SEEC 540**

**Language Arts and Social Studies for Children Grades K-2 (3)**

Methods to support language learning and learning of social studies concepts by children in early primary grades. Emphases on the language arts and social studies curriculum, and developmentally appropriate practices for the early primary grades.

**RATIONALE:**

This course will replace SEEC 520 Language Arts in Early Childhood and SEEC 511 Social Learning in Early Childhood and assist with reducing the number of credit hours in the M.S.Ed. Early Childhood Licensure program. Currently the number of credit hours required for licensure in Early Childhood through the master's program is very high. Combining these courses into one course will assist program participants by reducing the credit hours and timeline to completion without losing core content.

**DUPLICATION OF CONTENT:**

Please see the attached confirmation of non-duplication from Curriculum & Instruction.

**COLLEGE of ENGINEERING AND ENGINEERING TECHNOLOGY**

**Meeting 02**

New Course: **CEET20.21.02.01** Online Catalog [LINK](#)

**CIP CODE:** (14.10)

**ELE 570**

**Microwave Circuits and Devices (3)**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 44 of 94

Passive and active RF and microwave components and circuits: transmission-line theory; planar transmission-lines and waveguides; S-parameters; resonators; power dividers and couplers; microwave filters; sources, detectors, and active devices; modern RF & microwave CAD; measurement techniques.

PRQ: ELE 370 or consent of department.

Reasons for offering the course:

Currently the undergrad ELE470-Microwave Circuits and Devices course has ELE670-Microwave Circuits and Devices course as the counterpart in the graduate level. To be consistent with other 400 level courses we have in the department the course ELE670 needs to be converted in ELE570. In this proposal ELE570-Microwave Circuits and Devices is proposed to as a new course so that it will be counterpart of ELE470.

Impact of course on curriculum of other departments within the college or university:

This will be an elective course for students in the graduate Electrical Engineering program and we do not anticipate any impact on the curricula of other departments.

*Rationale: Last year ELE 670 was updated to be a more advanced course, and ELE 570 course was to replace what was the old ELE 670. Both updates were to go in last year but the ELE 570 course addition was delayed to some technicalities in the submission. ELE 570 content is being revised to align the content with and act as a counterpart to ELE 470.*

**COLLEGE of ENGINEERING AND ENGINEERING TECHNOLOGY**

**Meeting 03**

**DEPARTMENT of ENGINEERING TECHNOLOGY**

Other Catalog Change

2019-20 Catalog

[LINK](#)

CEET20.21.03.08

**Environmental Health & Safety (12)**

Two of the following (6)

- TECH 511 - Environmental Sustainability Practices for Industrial Operations Credits: 3
- TECH 532 - Disaster Preparedness Credits: 3
- TECH 533 - Chemical Hazards in Industry Credits: 3
- TECH 535 - Legal Aspects of Safety Credits: 3
- TECH 537 - Fundamentals of Industrial Hygiene Credits: 3
- TECH 538 - Safety in Transportation Systems Credits: 3
- TECH 541 - Hazard Control in Industrial Operations Credits: 3
- TECH 568 - Construction Safety Management Credits: 3
  
- TECH 581 - Ergonomics Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 45 of 94

- **TECH 584 - Energy Management Credits: 3**
- **TECH 598 - Technical Problems Credits (1-6)**

*Rationale: The initial list of courses inadvertently excluded this possible course.*

**COLLEGE OF HEALTH AND HUMAN SCIENCES MEETING 08**

**School of Health Studies**

**CHHS20.21.08.01**

New Course

**Online Catalog** [LINK](#)

2020-21 Graduate Catalog

**Health Studies**

↓

**CIP CODE: 51.301**

**NUTR 514**

**Nutrition as Medicine (3)**

**Synthesis of evidence-based research on the safe and effective use of therapeutic diets, specific food, or nutritional supplements to prevent and/or treat illnesses.**

**PRQ: CHEM 110, BIOS 103, BIOS 311 or BIOS 357 and NUTR 201 or an equivalent course in nutrition and consent of school.**

RATIONALE:

This course is intended to prepare graduate level students to expand their knowledge and application on therapeutic diets and/or foods, vitamins, minerals, and nutrition supplements. This course will be offered as an elective under the category of degree requirements Special Topics.

Dual listed with the Undergraduate course NUTR 414.

**School of Interdisciplinary Studies**

**CHHS20.21.08.02**

Other Catalog Change

**Online Catalog** [LINK](#)

2020-21 Graduate Catalog

**Interdisciplinary Health Professions**



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 46 of 94

↓

**Master of Science in Rehabilitation Counseling**

↓

**Requirements**

Students must complete a minimum of 56 semester hours to complete the degree. Because this program is fully accredited by CACREP, a student who successfully completes the required curriculum, including a 100-hour practicum and a 600-hour internship under the supervision of a Certified Rehabilitation Counselor, is eligible to sit for the Commission on Rehabilitation Counselor Certification (CRC) Examination. Students are eligible for licensure as a Professional Counselor (LPC) in Illinois after passing the CRC exam and the successful completion of the program.

**RATIONALE:**

The addition of this content better clarifies benefits of completing the program.

**School of Health Studies**

**CHHS20.21.08.03**

Couse Revision

**Online Catalog [LINK](#) 2020-21 Graduate Catalog**

**Health Studies**

↓

PHHE 631. Community Health Promotion Programs (3) Overview of the major components of health promotion practice with emphasis on planning health promotion interventions. Includes experiential involvement in health promotion programming, community assessment, material development, community capacity building, and preparation of health promotion activities. PRQ: PHHE ~~621~~603, or consent of school.

**RATIONALE:**

The prerequisite for PHHE 631- Community Health Promotion Programs is being changed from PHHE 621– Theories and Principles of Health Promotion to PHHE 603 - Behavioral and Social Aspects of Public Health. Although it is advisable for students to take PHHE 621 before taking PHHE 631, it is not absolutely necessary in order to comprehend the material. Whereas PHHE 621 and PHHE 631 are only offered once per year, changing the prerequisite to PHHE 603 would allow students more flexibility in the event that their schedule does not allow them to take PHHE 621 before PHHE 631, without delaying their graduation by as much as a year. Students will still be advised to

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 47 of 94

take PHHE 621 before PHHE 631 whenever possible, and this sequence is in the degree planner.

**COLLEGE OF HEALTH AND HUMAN SCIENCES MEETING 09**

**School of Health Studies**

**CHHS20.21.09.12**

Course Revision

**Online Catalog** [LINK](#) 2020-21 Graduate Catalog

**Health Studies**

↓

PHHE 695. Internship in Public Health (1-4) Work individually in practical public health situations under the guidance of an agency staff member and a university supervisor. ~~Traditional M.P.H. students must take a total of 4 semester credit hours of PHHE 695 internship to meet program requirements.~~ **PHHE 695 requirement must be completed within two consecutive semesters of first credit hour earned in the course.** May be repeated to a maximum of 4 semester hours. S/U grading. PRQ: PHHE 601, PHHE 603, PHHE 607, PHHE 609, PHHE 611, PHHE 613, PHHE 661, all required specialization courses and consent of school.

**RATIONALE:**

To clarify to all students that PHHE 695 has a four-credit hour requirement and that the requirement may be completed in up to two consecutive semesters to meet changing demands of student schedules and workplace opportunities.

**CHHS20.21.09.13**

Other Catalog Change

**Online Catalog** [LINK](#) 2020-21 Graduate Catalog

**Master of Public Health (M.P.H.)**

↓

**Non-Thesis Option**

A total of ~~43~~ **44** semester hours of graduate credit is required for the degree with the non-thesis option.

↓

**Requirements**

↓

PHHE 698 - Master of Public Health Integrative Learning Experience Credits: ~~1-3~~

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 48 of 94

**RATIONALE:**

The number of credits required for PHHE 698 will change from a variable 1-3 credits to a fixed 1 credit. This change reflects the 1 credit allotted for the comprehensive examination.

This brings the total number of credit hours for the MPH degree to 44 credits (it was erroneously listed as 43 –44 before).

**CHHS20.21.09.14**

Other Catalog Change

**Online Catalog [LINK](#) 2020-21 Graduate Catalog**

**Health Studies**

↓

**Master of Science in Nutrition and Dietetics**

↓

**Admission**

Applicants must have completed a BS degree Didactic Program in Dietetics (DPD) and have had courses in general chemistry, organic chemistry, biochemistry, microbiology or bacteriology, human biology, human physiology, science of nutrition, applied nutrition, two semesters of nutrition in clinical care, principles of food preparation, and statistics. A minimum 3.00 GPA in these courses is required. Applicants will be admitted according to the vacancies in the NIU Nutrition and Dietetics Program. Vacancies are determined by the number of graduate students completing degrees each semester. Applicants with the highest GPA and GRE scores will be given priority for available positions.

**RATIONALE:**

In the short term, COVID-19 is presenting challenges to students completing the GRE. However, in the long term, to improve the qualified applicant pool, and to align with similar programs state and nationwide, the program decided to remove the GRE requirement.

The GRE requirement is also currently listed on the Graduate School website and will be removed once this change is approved.

**School of Family and Consumer Sciences**

**CHHS20.21.09.15**

**Family and Consumer Sciences**

New Course 2020-21 Graduate Catalog

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 49 of 94

**CIP CODE: 19.0702**

**GERO 515**

**Financial Dimensions of Aging and the Family (3)**

Overview of financial dimensions of growing older in the context of family including retirement planning, qualified and unqualified retirement plans, social policy related to aging including Social Security and Medicare provisions, decision making related to retirement, investing for retirement, and managing income during retirement.

**PRQ: HDFS 586 or GERO 568 or consent of instructor.**

**RATIONALE:**

1) Development of financial knowledge critical to the next generation of leaders working with individuals and families in an aging society; 2) The course also support a new AFCPE accredited program leading to the Accredited Financial Counselor (AFC) credential offered by AFCPE. 3) Course supports credentialing requirements for Certified Family Life Education.

Dual listed with Undergraduate course GERO 415

**COLLEGE OF HEALTH AND HUMAN SCIENCES MEETING 10**

**School of Family and Consumer Sciences**

**CHHS20.21.10.05**

**Family and Consumer Sciences**

New Course                      2020-21 Graduate Catalog

**CIP CODE: 19.0702**

**GERO 518**

**Social Policy and Advocacy in Aging (3)**

Overview of policy and advocacy as it relates to issues in human aging. Includes study of social environments and contexts critical to the understanding of policy development for individuals, families, and communities.

**PRQ: HDFS 280 and GERO 365.**

**RATIONALE:** 1) Development of advocacy and policy understanding is critical to the next generation of leaders in human development, family, and community services; 2) Course supports credentialing requirements for Certified Family Life Education, a credential offered by

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 50 of 94

the National Council on Family Relations, and for which students can apply upon completion of coursework.

Dual listed with Undergraduate course GERO 418

**CHHS20.21.10.06**

**Family and Consumer Sciences**

New Course                      2020-21 Graduate Catalog

**CIP CODE: 19.0702**

**GERO 542**

**Gerontology: Community Services (3) This course presents community service programs serving older adults and families from a lifespan perspective. It focuses on the history, policies, eligibility requirements, and evidence of effectiveness of the community services for older adults.**

**RATIONALE:**

1) Community services have changed a great deal over history to reflect political ideology, cultural influences, and understanding of human development. Students will examine health and human service (HS) programs serving older adults, and families from a lifespan perspective. 2) Students will review community programs, including the history of their development, policies that fund and shape these programs, eligibility requirements, and evidence of program effectiveness, including outcomes associated to demographic characteristics such as age, gender, race and socioeconomic status. With this information and associated exercises, students will be able to analyze programs and recommend means for improving or sustaining programs that have the potential to significantly affect the health and well being of older adults, families, and communities. 3) Students in gerontology major/minor and students in other majors who are interested in aging field should take this course.

Dual listed with Undergraduate course GERO 442

**College of Liberal Arts and Sciences Meeting 04 AY 2020-21**

**Department of Statistics and Actuarial Science**

**CLAS20.21.04.25**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 51 of 94

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

~~STAT 681 – Introduction to Statistical Learning~~

Rationale: This course number should be deleted. STAT 681 was revised and renumbered to STAT 617 in AY 2018-19, and this was overlooked when the initial change was made.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.26**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**STAT 500 - Introduction to Probability Theory**

Includes **P**robability spaces, random ... .. and central limit theorem.

**Prerequisites & Notes**

PRQ: MATH 232 and STAT 300, or consent of department. CRQ: MATH 240 or consent of department.

Credits: 3

Rationale: The course description should match that of the undergraduate version of this course.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.27**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**STAT 510 - Mathematical Statistics I**

Distributions of functions ... .. of Bayesian estimation.

**Prerequisites & Notes**

PRQ: STAT 400 or ACSC 400X or STAT 500 or **STAT 600~~7~~**, or consent of department.

Credits: 3

Rationale: The 600-level course requiring the same knowledge as the listed prerequisite courses is also accepted. This practice should be reflected in the catalog.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 52 of 94

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.28**

Course Revision 2020-21 Graduate Online Catalog [LINK](#)

**STAT 511 - Mathematical Statistics II**

Principles of statistical ... regression and ANOVA.

**Prerequisites & Notes**

PRQ: **STAT 410** or **STAT 510** or **STAT 610**, or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.29**

Course Revision 2020-21 Graduate Online Catalog [LINK](#)

**STAT 515 - ~~Statistical Computing~~ Computational Methods in Statistics**

~~Theory and assessment of commonly used numerical methods in statistical research such as (a) numerical optimization: Newton-Raphson, quasi-Newton, and other methods; (b) numerical integration: adaptive methods, Gauss quadrature, Monte Carlo; (c) Monte Carlo simulation: algorithms and methods for non-standard probability distributions; (d) numerical linear algebra: solving linear and non-linear systems of equations, SVD, Cholesky and other decompositions; (e) numerical roundoff and computer representation of numbers; (f) possibly numerical inversions of probability generating functions and Laplace transforms.~~ **An introduction to the software commonly used in modern statistical methods. Applications will focus on statistical data analysis, data management, and simulation.**

**Prerequisites & Notes**

PRQ: **STAT 410** or **STAT 510** or **STAT 610**, and either ~~CSCI 230~~ or **CSCI 240** or **equivalent**, or consent of the department.

Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 53 of 94

Rationale: Course title changed to match the undergraduate version of the course. The course description should match that of the undergraduate version of this course as well. The catalog

language should reflect the fact that students can take another programming course equivalent to those listed previously (this does not have to be coded explicitly in MyNIU). The undergraduate version of the prerequisite statistics course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.30**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 517 - Applied Statistical Learning**

Modern statistical methods ... .... A particular emphasis is placed on high dimensional problems.

**Prerequisites & Notes**

PRQ: **STAT 410** or **STAT 510** or **STAT 610**, or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.31**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 535 - Applied Regression Analysis**

In-depth exploratory data ... .... and verification of model assumptions.

**Prerequisites & Notes**

PRQ: **STAT 300** or consent of department. **CRQ: MATH 240** or consent of department.

Credits: 3



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 54 of 94

Rationale: MATH 240 is supposed to be the co-requisite for STAT 535; however, it was omitted from previous catalog years by mistake.

Impact Statement: MATH was consulted regarding the addition of MATH 240 as a CRQ for STAT 535. The department has not identified any negative impact on course availability or enrollment with this change.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.32**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**STAT 536 - Design and Analysis of Experiments**

Design and analysis of ... .. and randomized block designs.

**Prerequisites & Notes**

PRQ: **STAT 435** or STAT 535 or **STAT 635** or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.33**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**STAT 537 - Categorical Data Analysis**

Contingency tables. Poisson, binomial, and multinomial regression techniques.

**Prerequisites & Notes**

PRQ: **STAT 435** or STAT 535 or **STAT 635** or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 55 of 94

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.34**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 538 - Applied ~~Analysis of Time Series~~ Analysis**

Removal and estimation of trend ... .. of time series models in forecasting.

**Prerequisites & Notes**

PRQ: **STAT 435** or **STAT 535** or **STAT 635** or consent of department.

Credits: 3

Rationale: Title changed to match the undergraduate version of the course. The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.35**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 600 - Probability Theory**

Review of measures, measurable ... .. Brownian motion and stochastic processes.

**Prerequisites & Notes**

PRQ: **MATH 630**, and **STAT 400** or **ACSC 400X** or **STAT 500** or **STAT 600**, or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.36**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 601 - Stochastic Processes** ~~II~~

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 56 of 94

Markov chains and processes. Brownian ... .. Convergence of stochastic processes.

**Prerequisites & Notes**

PRQ: STAT 600 or consent of department.

Credits: 3

Rationale: Course title changed because there is no “Stochastic Processes I” in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.37**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**STAT 610 - Theory of Statistics I**

Axiomatic foundations of ... .. distributions, distribution of the sample mean and variance.

**Prerequisites & Notes**

PRQ: **STAT 400 or ACSC 400X or STAT 500 or STAT 600**, or consent of the department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.38**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**STAT 617 - Statistical Learning**

Supervised learning algorithms ... .. clustering and principal components analysis.

**Prerequisites & Notes**

PRQ: **STAT 410 or STAT 510 or ~~STAT 537~~ STAT 610, and STAT 415 or STAT 515**, or consent of department.

Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 57 of 94

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog. STAT 537 was incorrectly listed and should be replaced by STAT 610.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.39**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 625 - Bayesian Statistics**

Bayesian inference, loss function ... .. hierarchical models, Bayesian survival analysis.

**Prerequisites & Notes**

PRQ: **STAT 410** or STAT 510 or **STAT 610** or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.40**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 637 - Models for Discrete Data**

A first course in the analysis of discrete data ... .. distribution will be reviewed.

**Prerequisites & Notes**

PRQ: **STAT 410** or STAT 510 or **STAT 610**, and **STAT 437** or **ACSC 437X** or **STAT 537** or **STAT 637**, or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 58 of 94

**CLAS20.21.04.41**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 638 - Time Series Analysis**

Models for analysis of time ... .. and regression with time series error.

**Prerequisites & Notes**

PRQ: **STAT 410** or STAT 510 or **STAT 610** or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.42**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 639 - Survival Analysis**

Censoring, Kaplan-Meier estimator, log-rank ... .. risks and frailty models.

**Prerequisites & Notes**

PRQ: **STAT 410** or STAT 510 or **STAT 610** or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.43**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 640 - Longitudinal Data Analysis**

Repeated measure ANOVA and MANOVA, linear ... .... validation of questionnaires.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 59 of 94

**Prerequisites & Notes**

PRQ: **STAT 410 or** STAT 510 **or STAT 610**, and **STAT 435 or** STAT 535 **or STAT 635**, or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.44**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**STAT 642 - Quantitative Risk Management**

Risk measures; statistical methods in extreme ... .. risk and insurance analytics.

**Prerequisites & Notes**

PRQ: **STAT 400 or ACSC 400X or** STAT 500 **or STAT 600** or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.45**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**STAT 645 - Multivariate Statistics**

Introduction to the techniques ... .. the use of computers will be treated.

**Prerequisites & Notes**

PRQ: **STAT 410 or** STAT 510 **or STAT 610** or consent of department.

Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 60 of 94

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.46**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 667 - Reliability and Life Testing**

Survival function, failure rate, types ... .. and Bayesian analysis of survival data.

**Prerequisites & Notes**

PRQ: **STAT 410** or STAT 510 or **STAT 610** or consent of department.

Credits: 3

Rationale: The undergraduate version of the prerequisite course is also accepted, along with a 600-level course requiring the same knowledge. This practice should be reflected in the catalog.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.04.47**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**STAT 699 - Master's Thesis**

May be repeated to a maximum of 6 semester hours.

**Prerequisites & Notes**

PRQ: Consent of department.

Credits: ~~3~~ 0-6

Rationale: In some cases, students do the majority of the work for their thesis before their final semester. In their final semester, they just defend their thesis (and don't need the extra credits just for that).

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog  
ALL UNIVERSITY SECTION**

Page 61 of 94

**Inter-College Interdisciplinary Programs**

**CLAS20.21.04.48**

Other Catalog Change          2020-21 Graduate Online Catalog [LINK](#)

**Homeland Security (15-18)**

Certificate of Graduate Study

↓

**Environmental and Hazards Risk Assessment Track (15-18)**

Coordinators: ~~David Chang~~ Wei Luo, Department of Geographic and Atmospheric Sciences; Department of Statistics and Actuarial Science

↓

Four of the following with at least one chosen from outside the division of statistics (12-15)

- CSCI 607 - Principles of Computer Security Credits: 3  
↓
- GEOG 656 - GIS Design and Data Credits: 3
- STAT 538 - Applied ~~Analysis of~~ Time Series **Analysis** Credits: 3
- STAT 635 - Regression Analysis Credits: 3

Rationale: Revision to the title of STAT 538.

Notification: The coordinators for the Certificate of Graduate Study in Homeland Security were notified of this change via email on October 29, 2020.

**Department of Economics**

**CLAS20.21.04.49**

Other Catalog Change          2020-21 Graduate Online Catalog [LINK](#)

**Master of Arts in Economics**

↓

Course Requirements



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 62 of 94

↓

**Students with an interest in the Concentration in Financial Economics**

↓

- ECON 584 - Financial Derivatives Credits: 3  
↓
- ECON 791 - Computational Economics Credits: 3
- STAT 601 - Stochastic Processes ~~H~~ Credits: 3

Rationale: Revision to the title of STAT 601.

Notification: The Department of Economics was notified of this change via email on October 29, 2020.

**CLAS20.21.04.50**

Other Catalog Change      2020-21 Graduate Online Catalog [LINK](#)

**Doctor of Philosophy in Economics**

**Joint M.S. in Applied Probability and Statistics**

Students in good standing in the Ph.D. in Economics ... .... within the Division of Statistics.

- STAT 515 - ~~Statistical Computing~~ **Computational Methods in Statistics** Credits: 3
- STAT 610 - Theory of Statistics I Credits: 3  
↓
- Two STAT courses 600 level or above (6)

↓

Rationale: Revision to the course title of STAT 515.

Notification: The Department of Economics was notified of this change via email on October 29, 2020.

**CLAS20.21.04.51**

Other Catalog Change      2020-21 Graduate Online Catalog [LINK](#)

**Financial Engineering (15)**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 63 of 94

↓

**Certificate of Graduate Study**

↓

**Required Courses (9)**

- ECON 584 - Financial Derivatives Credits: 3
- ECON 791 - Computational Economics Credits: 3  
(=MATH 535 - Numerical Analysis Credits: 3 may be substituted for ECON 791 with consent of department.)
- STAT 601 - Stochastic Processes ~~H~~ Credits: 3

Rationale: Revision to the title of STAT 601, and removal of spaces right before MATH 535.

Notification: The Department of Economics was notified of this change via email on October 29, 2020

**Department of Statistics and Actuarial Science**

**CLAS20.21.04.52**

Other Catalog Change      2020-21 Graduate Online Catalog [LINK](#)

**Master of Science in Statistics**

↓

**Course Requirements**

With the consent of the department, a student may include STAT 699, Master's Thesis, for 3 semester hours of credit, in the 33 semester hours required for a master's degree.

- STAT 515 - ~~Statistical Computing~~ **Computational Methods in Statistics** Credits: 3
  - STAT 610 - Theory of Statistics I Credits: 3
- ↓
- Three STAT courses numbered 500 or above (9). With consent of the department, up to two of these may be graduate level courses offered outside of the Department of Statistics and Actuarial Science.

↓

Rationale: Revision to the course title of STAT 515.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog  
Department of Anthropology**

Page 64 of 94

**CLAS20.21.05.21**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

~~**ANTH 511 – Settlement of the Americas**~~

~~Introduction to initial human settlement of the western hemisphere. Major themes include: Chronology and migration routes of early settlement; important archeological sites in North, Central, and South America, environmental and landscape change, human impacts on environments, theories of human biogeography (migration and colonization), and current methods accelerating the pace of discoveries.~~

~~Credits: 3~~

Rationale: We have had a major turnover in archaeology faculty, and must delete the courses which will no longer be taught.

Approval: The deletion and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.05.22**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

~~**ANTH 516 – Human Migration**~~

~~Examines key events in human development and landscape evolution that led to successful migrations. Compares human migration episodes in different times and places, and discusses questions related to why humans move, environmental constraints and opportunities to human movement, hominid species similarities and differences with respect to inhabited ranges and migration patterns, and the role of evolution and technological development.~~

~~Credits: 3~~

Rationale: We have had a major turnover in archaeology faculty, and must delete the courses which will no longer be taught.

Approval: The deletion and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.05.23**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 65 of 94

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**ANTH 512 - ~~Ancient~~ Native North America**

~~Survey of ancient peoples and archaeological cultures throughout North America with attention to their lifeways, artifacts, and natural settings.~~ Overview of the archaeology of indigenous lifeways in the continental United States and Canada, from the initial arrival of the first Americans to encounters with European colonizers to impacts on Native communities today. Approached from a comparative archaeological perspective with case studies addressing subsistence, settlement, ecology, social and political complexity, material culture, and religion. Emphasis on ethical issues and how to conduct archaeology within a decolonizing framework.

Credits: 3

Rationale: We have had a major turnover in archaeology faculty, and need to revise the names and catalog descriptions of courses to make them more relevant to the content and faculty who teach them.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**CLAS20.21.05.24**

Course Revision                      2020-21 Graduate Online Catalog [LINK](#)

**ANTH 514 - Aztecs, Olmec, and Maya: The Archaeology of Mesoamerica**

Descriptive and analytical examination of pre-Columbian cultures of Mexico and Central America.

Credits: 3

Rationale: We have had a major turnover in archaeology faculty, and need to revise the names and catalog descriptions of courses to make them more relevant to the faculty who teach them.

Approval: The revision and expedited checklist items were reviewed and approved by the CLAS Curricular Dean on October 12, 2020.

**ALL UNIVERSITY SECTION**

**Interdisciplinary Academic Centers and Courses**

**Center for Latino and Latin American Studies**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 66 of 94

**CLAS20.21.05.25**

Other Catalog Change                      2020-21 Graduate Online Catalog [LINK](#)

**Latin American Studies (12)**

**Certificate of Graduate Study**

Coordinator: Christina D. Abreu (Center for Latino and Latin American Studies)

↓

**Requirements (12 credits)**

↓

**Three of the following (9)**

- ANTH 504 - Peoples and Cultures of the Caribbean Credits: 3
- ~~ANTH 511 - Settlement of the Americas Credits: 3~~
- ANTH 514 - **Aztecs, Olmec, and Maya: The** Archaeology of Mesoamerica Credits: 3
- ANTH 515 - Archaeology of the American Southwest Credits: 3
- ~~ANTH 516 - Human Migration Credits: 3~~
- ANTH 517 - Archaeology of South America Credits: 3
- ↓
- POLS 673 - Foreign Area Politics Credits: 3
- K. Latin America

Rationale: This change reflects the deletion of ANTH 511 and ANTH 516; also the change in course title for ANTH 514.

Notification: The Center for Latino and Latin American Studies was notified of this change via email on October 30, 2020.

**College of Liberal Arts and Sciences Meeting 05 AY 2020-21**

**Department of Anthropology**

**CLAS20.21.05.26**

New Course                                      2020-21 Graduate Online Catalog

**CIP: 45.0301**

**ANTH 519**

**Archaeological Ethics (3)**

**What are the ethical and legal dimensions of archaeological research? Who should control archaeological sites and other historically significant places and things? What damage is being**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 67 of 94

done to the archaeological record by looting and the black market sale of artifacts? To whom and to what are archaeologists accountable? In this seminar, we will examine and actively debate some of the major ethical issues facing archaeologists today and consider their impacts on professionals, students, collectors, and members of descendant communities. This course will involve seminar discussions, critical writing exercises, and mock debates, including case studies from the Society for American Archaeology (SAA) Ethics Bowl.

Rationale: This course is a new offering created by the Anthropology Department's newest tenure track Archaeology hire. Thematically it encompasses one of Dr. Bardolph's major research interests. While taught primarily through the lens of archaeology, this course could be of interest to students of any discipline interested in learning about how to apply ethical principles to examine their own chosen program of study/profession; to those interested in honing debate and public speaking skills; and for any students who want to be better global citizens. The first iteration of this course is proposed to be offered in S22, when the Society for American Archaeology (SAA) annual meeting will be held in Chicago; another goal of this course is for interested undergraduate and/or graduate students to participate in the SAA Ethics Bowl at that annual meeting (and at subsequent SAA meetings when the course is offered again).

Non-Duplication: The Philosophy Department offers several course offerings related to Ethics, including general ethics, animal, biomedical, business, and environmental ethics. Other departments including Communications, Journalism, and Nursing also offer courses on ethics related to their respective disciplines. However, none of these courses include any archaeological component. The Anthropology Department currently has one combined section course, ANTH 450/550 (Ethics in Research Design), but this course is not archaeological in nature.

**CLAS20.21.05.27**

Other Catalog Change      2020-21 Graduate Online Catalog [LINK](#)

**Master of Arts in Anthropology**

Applicants for admission to this degree program are expected to have completed at least 15 undergraduate semester hours in anthropology and a course in statistics. As Students lacking this background will be required to take compensatory work during his or her their graduate program.

↓

**Additional Requirements**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 68 of 94

Students choosing the thesis option must take at least 18 additional semester hours, of which at least 12 must be in anthropology. For students electing to write a thesis, the additional 12 hours in anthropology must include at least three hours and as many as six semester hours of ANTH 699.

↓

Consequently, of the total 30-hour credit requirement for the thesis option, ~~6~~ three semester hours must come from ANTH 699.

↓

Each student in the master's degree program must demonstrate to the satisfaction of ~~his or her~~ their faculty committee proficiency in either statistics or a foreign language useful for the student's research and must choose one of the following options.

**Thesis Option**

Students choosing this option must register for ~~3-6~~ at least 3-6 semester hours of credit in ANTH 699, Master's Thesis, and ... .. anthropology is a prerequisite to formal registration in ANTH 699.

↓

Rationale: 1) A course in statistics is not an expectation and this reference should be deleted from the program. 2) Replacing "his or her" with "their" to update the terminology used for gender sensitivity. 3) Corrections to the number of credits required for ANTH 699. The 3-6 reference was an error from the previous proposal submission.

**College of Liberal Arts and Sciences Meeting 06 AY 2020-21**

**Department of English**

**CLAS20.21.06.27**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**ENGL 607 - Topics in Literature**

Study of special topics and periods of literature. May be repeated to a maximum of ~~9~~ 12 semester hours when topic varies.

Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 69 of 94

Rationale: Since our PhD requirements moved to a *specialization design* in 2018, there has been an increase of provided special topics classes, especially in summer terms. Also, routinely, special topics classes can fulfil literary period or subject subarea requirements with permission of the director. These retake limitations make degree completion increasingly difficult, especially for PhD candidates who did received their MA at NIU.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 29, 2020.

**CLAS20.21.06.28**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**ENGL 621 - Topics in Linguistics**

Focus on specific topics in theoretical or applied linguistics, usually not explored in depth in more general language/linguistics courses. May be repeated to a maximum of € 12 hours when the topic changes.

Credits: 3

Rationale: Since our PhD requirements moved to a *specialization design* in 2018, there has been an increase of provided special topics classes, especially in summer terms. Also, routinely, special topics classes can fulfil literary period or subject subarea requirements with permission of the director. These retake limitations make degree completion increasingly difficult, especially for PhD candidates who did received their MA at NIU.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 29, 2020.

**CLAS20.21.06.29**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**ENGL 629 - Topics in Rhetoric**

Topics in rhetorical theory and analysis. May be repeated to a maximum of € 12 semester hours when topic varies.

Credits: 3

Rationale: Since our PhD requirements moved to a *specialization design* in 2018, there has been an increase of provided special topics classes, especially in summer terms. Also, routinely, special topics classes can fulfil literary period or subject subarea requirements with permission



Third Meeting/ 2020-21 Academic Year

December 07, 2020

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 70 of 94

of the director. These retake limitations make degree completion increasingly difficult, especially for PhD candidates who did received their MA at NIU.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 29, 2020.

**CLAS20.21.06.30**

Course Revision

2020-21 Graduate Online Catalog [LINK](#)

**ENGL 691 - Topics in Film and Literature**

Topics in film theory, history, and criticism, such as authorship, narrativity, adaptation, genre, period, or cultural studies. May be repeated to a maximum of ~~6~~ 12 semester hours when topic varies.

Credits: 3

Rationale: Since our PhD requirements moved to a *specialization design* in 2018, there has been an increase of provided special topics classes, especially in summer terms. Also, routinely, special topics classes can fulfil literary period or subject subarea requirements with permission of the director. These retake limitations make degree completion increasingly difficult, especially for PhD candidates who did received their MA at NIU.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on October 29, 2020.

**Department of Biological Sciences**

**CLAS20.21.06.31**

New Course

2020-21 Graduate Online Catalog

**CIP: 26.1301**

**BIOS 507**

**Restoration Ecology (3)**

**Ecological basis, theory, and practice of restoring damaged ecosystems. Course will include lectures, active restoration projects, and guest lectures from local restoration practitioners.**

Rationale: The Biodiversity and Environmental Restoration program of study for majors in the Institute for the Study of the Environment, Sustainability, and Energy is both the most frequently selected program for ESE majors and has the most current majors. Despite

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 71 of 94

Environmental Restoration being in the title of the program, students do not have a Restoration Ecology course as an option. This course is critical for our majors.

Non-Duplication: The Department of Geographic and Atmospheric Sciences was notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

**Department of English**

**CLAS20.21.06.32**

Other Catalog Change          2020-21 Graduate Online Catalog [LINK](#)

**Doctor of Philosophy in English**

↓

**Requirements**

English Ph.D. students must normally complete ... .. study leading to field examinations, a dissertation, and professional expertise.

When selecting courses, students must include at least two courses with a pedagogical or other applied component; these must come from two of the fields of language, literature, and rhetoric (e.g., ENGL 600, ENGL 604, ENGL 610, ENGL 616, ENGL 621, ENGL 622, ENGL 628, ENGL 647, ENGL 696, ENGL 697, ENGL 700, ENGL 702, ENGL 703). Students must also include at least ~~four~~ **three** 700-level seminars.

↓

Rationale: The catalogue language on course requirements for doctoral candidates in English states “Students must also include at least four 700-level seminars.” Due to shrinking faculty and limited course options due to recent changes to the PhD degree requirements in 2018, this requirement of four makes degree completion increasingly difficult for PhD candidates. This is especially problematic since PhD candidates now have the ability to finish their course work in fewer terms by transferring MA credits to meet “subspecialty” PhD requirements.

**College of Liberal Arts and Sciences Meeting 07 AY 2020-21**

**GRADUATE ITEMS**

**ALL UNIVERSITY SECTION**

**CLAS20.21.07.32**

Other Catalog Change          2020-21 Graduate Online Catalog [LINK](#)

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

**Admission to Graduate Study**



**Examinations Required for Admission**



**Graduate Record Examination (GRE)**

Applicants to the following programs are exempt from the GRE:

- Accelerated B.S. Mechanical Engineering / M.S. Mechanical Engineering  
↓
- Master of Science in Geography (exempt)
- **Master of Science in Geology (exempt)**
- Master of Science in Management Information Systems (see Graduate Management Admission Test below)  
↓
- Ph.D. in Geography (exempt)
- **Ph.D. in Geology (exempt)**
- Ph.D in Health Science (applicants who have earned a graduate degree with a 3.50 or higher GPA from an accredited institution are exempt)
- Ph.D in Instructional Technology (GRE waived with U.S. master's degree)
- Ph.D. in Political Science (exempt)
- 

Rationale: The department's faculty recently voted to remove the GRE requirement from our graduate school programs (master and doctoral).

Recent research has suggested that the GRE may be biased against women compared to men and against people of color compared to white and Asian people [Miller and Stassun, 2014]. The time and cost burden of taking the test also limits graduate school access to underrepresented groups [Miller et al., 2019]. There are contradictory studies to the ones listed above, however, an increasing number of Geology and Environmental Geosciences Programs have dropped the requirement over the last two years. From May to December 2019, the number of geosciences programs that dropped the GRE or made it optional rose from 0 to 30. As of August 21, 2020, this number has risen to 83 programs and includes peer and aspirational programs (e.g., University of Illinois Urbana-Champaign, Northwestern, Ohio University, Miami University, Princeton, etc.). Thus, requiring students take the GRE puts the department at a competitive disadvantage when recruiting students, especially those with limited financial means that

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 73 of 94

cannot afford the test. The department's faculty have discussed these issues at length and voted to remove the GRE requirement from our graduate school programs.

Miller, C., and K. Stassun (2014), A test that fails, *Nature*, 510(7504), 303-304,

<https://doi.org/10.1038/nj7504-303a>.

Miller, C. W., et al. (2019), Typical physics Ph.D. admissions criteria limit access to underrepresented groups but fail to predict doctoral completion, *Sci. Adv.*, 5(1), eaat7550,

<https://doi.org/10.1126/sciadv.aat7550>.

**College of Liberal Arts and Sciences Meeting 10 AY 2020-21**

**Department of Biological Sciences**

**CLAS20.21.10.08**

Course Deletion

2020-21 Graduate Online Catalog [LINK](#)

**BIOS 505 - American Ecosystems**

Laboratory and field analysis of environments. Lectures and laboratories on campus plus extensive field experience. May be repeated to a maximum of 8 semester hours.

Credits: 1-8

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.09**

Course Deletion

2020-21 Graduate Online Catalog [LINK](#)

**BIOS 515 - Water Microbiology**

Designed to acquaint the student with normal and pollutional microorganisms found in water, their sources and control. Standard methods of detection and enumeration as well as new experimental approaches will be stressed in the laboratory.

Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 74 of 94

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.10**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 518 - Human Heredity**

Inheritance in humans. Not open for credit toward the major in biological sciences.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.11**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 520 - Plant Pathology**

Specific causal agents of plant diseases, their identification and control measures. Parasitism and the economy of crop disease. Two hours of lecture and two hours of laboratory.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.12**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 548 - Aquatic Ecology**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 75 of 94

Structure and function of freshwater communities as influenced by biotic and abiotic interactions. Two hours of lecture and five hours of laboratory per week.

Credits: 4

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.13**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 562 - Biogeography**

Role of ecological, evolutionary, and historical factors in explaining the past and current distributions of plants and animals. Current theory and applications to species preservation and nature reserve design. Three hours of lecture.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.14**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 575 - Neural Development**

Examination of the principles that govern the development of the nervous system from a single fertilized cell in various organisms.

**Prerequisites & Notes**

PRQ: BIOS 555 or consent of department.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 76 of 94

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.15**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 579 - Biotechnology Applications and Techniques**

Detailed study of the methodology, techniques and applications of biotechnology in both plant and animal systems with an emphasis on the use of genomics and genetic engineering approaches in agricultural and medical biotechnology.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.16**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 581 - Vision and the Visual System**

Anatomy and physiology of the human and animal visual system, including descriptions of phototransduction, retinal representation in the cortex, perception of motion and depth, motion blindness, color vision, face recognition, and interpretation and processing of information in the brain.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.17**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 616 - Plant Metabolism**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 77 of 94

Biochemical and physiological aspects of metabolism in plants, including interpretation of current scientific literature.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.18**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 625 - Electron Microscopy**

Preparative techniques for electron microscopy of biological specimens. Basic theory and operation of electron microscopes, including electron-micrography. Interpretation of the ultrastructure of cells and cell constituents.

Credits: 4

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.19**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 655 - Microbial Diversity**

Detailed study of microbial diversity. In-depth familiarization with the evolutionary perspective on microbial relationships, development of an understanding of the morphological, ecological, and biochemical diversity of the microbial world, and classical and molecular approaches by which microbial diversity is studied. Scheduled laboratory period.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 78 of 94

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.20**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 659 - Neurophysiology**

Processing of information in the nervous system with emphasis on propagation of information along a single cell and between cells in the peripheral nervous system and in the spinal cord.

**Prerequisites & Notes**

PRQ: BIOS 555 or BIOS 565 or consent of department. Recommended: One semester of calculus.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.21**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 675 - Population Ecology**

Structure and dynamics of animal populations and communities.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.22**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 680 - Community Ecology**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 79 of 94

Concepts of classification, organization, structure, and change in biotic communities over ecological and evolutionary time. Role of physical factors and biotic interactions as well as hypotheses of community equilibria, stability, and composition.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.23**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 683 - Animal Research and Comparative Medicine**

Fundamental concepts in animal research and comparative medicine, including genetically modified animals, infectious disease monitoring, ethics, biocontainment, and regulatory oversight of common laboratory animals.

Credits: 3

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**CLAS20.21.10.24**

Course Deletion                      2020-21 Graduate Online Catalog [LINK](#)

**BIOS 691 - Recombinant DNA Techniques Laboratory**

Advanced experiments using recombinant DNA techniques.

**Prerequisites & Notes**

PRQ: Consent of department.

Credits: 4

Rationale: This course has not been offered in many years, and there are no plans to offer it in the future.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 80 of 94

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 19, 2020.

**ALL UNIVERSITY SECTION**

**CLAS20.21.10.25**

Other Catalog Change      2020-21 Graduate Online Catalog [LINK](#)

**Admission to Graduate Study**

↓

**Examinations Required for Admission**

↓

**Graduate Record Examination (GRE)**

Applicants to the following programs are exempt from the GRE:

- Accelerated B.S. Mechanical Engineering / M.S. Mechanical Engineering  
↓
- Ph.D in Health Science (applicants who have earned a graduate degree with a 3.50 or higher GPA from an accredited institution are exempt)
- **Ph.D. in History (exempt)**
- Ph.D in Instructional Technology (GRE waived with U.S. master's degree)
- Ph.D. in Political Science (exempt)

Rationale: At its October 21, 2020 meeting, the faculty of the Department of History unanimously voted to eliminate the GRE requirement for applicants to its programs. These catalog revisions are designed to reflect this change.

**CLAS20.21.10.26**

Other Catalog Change      2020-21 Online Graduate Catalog [LINK](#)

**Concentration in Biochemistry and Biophysics**

↓

**Biochemistry and Biophysics Courses**

- BIOS 511 - Plant Physiology Credits: 4  
↓

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 81 of 94

- BIOS 567 - Advanced Molecular Biology Credits: 3
- ~~BIOS 616 - Plant Metabolism Credits: 3~~
- BIOS 632 - Radiation Biology Credits: 3
- ↓
- BIOS 643 - Bioinformatics Credits: 3
- ~~BIOS 659 - Neurophysiology Credits: 3~~
- BIOS 690 - Topics in Molecular and Cellular Control Mechanisms Credits: 3
- ~~BIOS 691 - Recombinant DNA Techniques Laboratory Credits: 4~~
- BIOS 700 - Special Topics in Biology Credits: 1-9
- ↓
- PSYC 630 - Neurochemical Bases of Behavior Credits: 3

Rationale: Deletion of BIOS 616, BIOS 659, and BIOS 691.

**Department of Biological Sciences**

**CLAS20.21.10.27**

Other Catalog Change      2020-21 Online Graduate Catalog [LINK](#)

**Master of Science in Biological Sciences**

↓

**Specialization in Bioinformatics**

↓

**Requirements**

- BIOS 567 - Advanced Molecular Biology Credits: 3
  - OR BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3
- BIOS 643 - Bioinformatics Credits: 3
- BIOS 646 - Programming for Bioinformatics Credits: 3
- ~~BIOS 691 - Recombinant DNA Techniques Laboratory Credits: 4~~
- BIOS 699 - Master's Thesis Credits: 1-12
  - OR BIOS 790 - Cooperative Education Credits: 1-3
  - OR BIOS 770 - Independent Study Credits: 1-9
- BIOS 761 - Seminar Credits: 1

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 82 of 94

**Two of the following (6-7)**

Alternate courses may be substituted at the discretion of the student's committee.

- BIOS 513 - Microbial Physiology Credits: 4
- ↓
- BIOS 587 - Conservation Genetics Credits: 3
- ~~BIOS 616 - Plant Metabolism Credits: 3~~
- BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3  
(If not used to meet requirement above.)
- ↓
- STAT 535 - Applied Regression Analysis Credits: 3

Rationale: Deletion of BIOS 616 and BIOS 691.

**CLAS20.21.10.28**

Other Catalog Change      2020-21 Online Graduate Catalog [LINK](#)

**Bioinformatics (16-17)**

**Certificate of Graduate Study**

↓

**Two of the following (6-7)**

Alternate courses may be substituted at the discretion of the student's committee.

- BIOS 513 - Microbial Physiology Credits: 4
  - ↓
  - BIOS 579 - Biotechnology Applications and Techniques Credits: 3
  - ~~BIOS 616 - Plant Metabolism Credits: 3~~
  - BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3  
(If not used to meet requirement above.)
  - BIOS 587 - Conservation Genetics Credits: 3
  - ~~BIOS 691 - Recombinant DNA Techniques Laboratory Credits: 4~~
  - BIOS 700 - Special Topics in Biology Credits: 1-9
  - ↓
  - STAT 535 - Applied Regression Analysis Credits: 3
- and**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 83 of 94

Rationale: Deletion of BIOS 616, BIOS 691, and the word “and” at the end.

**Department of History**

**CLAS20.21.10.29**

Other Catalog Change            2020-21 Online Graduate Catalog [LINK](#)

**History**

↓

**Admission**

Admission to the M.A. program in history is based upon consideration of the following factors: general undergraduate GPA; preparation and GPA in undergraduate history courses; ~~scores on the GRE, especially on the verbal and analytical sections of the General Test;~~ letters of recommendation; special ... .. quantitative methods.

The department endeavors to review application data in a comprehensive manner and to avoid mechanical judgments. It prefers, however, that applicants have a general GPA of 3.00 or higher in the last two years of undergraduate work, **and** a GPA of 3.25 or higher in all undergraduate history courses, ~~and GRE verbal and analytical scores in the 60th percentile or higher. The GRE Subject Test in history is not required.~~ Applicants need not have an ... .. Applicants are typically notified of an admission decision within six weeks of receipt of all required application materials.

↓

Rationale: At its October 21, 2020 meeting, the faculty of the Department of History unanimously voted to eliminate the GRE requirement for applicants to its programs. These catalog revisions are designed to reflect this change.

**CLAS20.21.10.30**

Other Catalog Change            2020-21 Online Graduate Catalog [LINK](#)

**Doctor of Philosophy in History**

↓

**Admission**

Admission to the Ph.D. program ... .. judged on the basis of their master’s thesis or research paper, their performance in course work at the master’s level, ~~their GRE General Test scores (especially verbal and analytical),~~ and the recommendations of

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 84 of 94

faculty with whom they have worked. The committee always takes into consideration the availability of appropriate faculty in the probable area of the applicant's dissertation.

↓

Rationale: At its October 21, 2020 meeting, the faculty of the Department of History unanimously voted to eliminate the GRE requirement for applicants to its programs. These catalog revisions are designed to reflect this change.

**COLLEGE OF VISUAL AND PERFORMING ARTS Meeting 02**

**CVPA20.21.02.02**

New Course:

Online 2020-21 Graduate Catalog

**CIP Code: 50.0901**

**MUSP 646**

**Afro-Brazilian Percussion (1)**

Development of skills necessary to play selected percussion instruments within three Afro-Brazilian manifestations: *samba batucada*, *capoeira Angola*, and the *pandeiro* tambourine. May be repeated to a maximum of 3 semester hours.

**Prerequisites & Notes**

**PRQ: Consent of instructor.**

*Rationale: This course will serve as a compliment to a course that has been a part of the NIU Graduate catalog for nearly two decades, MUSP 644: Study of Afro-Cuban Percussion. Although I have taught both Afro-Cuban and Afro-Brazilian modules as part of MUSP 229 Percussion Primary for over a decade, there has never been an official course for anyone outside of the undergraduate percussion program to take the Afro-Brazilian course in an official capacity.*

*Regarding non-duplication, this course is specific to the School of Music.*

**CVPA20.21.02.08**

Course Revision:

Online 2020-21 Graduate Catalog [LINK](#)

MUSP 644 - Study of Afro-Caribbean **Cuban** Percussion Instruments

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 85 of 94

Development of skills necessary to play selected instruments from various cultures and historical periods **three distinct manifestations of Afro-Cuban percussion music: sacred, secular, and folkloric.** Individual and/or group study. Participation for credit in more than one category during same term permitted. May be repeated to a maximum of ~~12~~ **3** semester hours.

Prerequisites & Notes

PRQ: Consent of school **instructor.**

Credits: 1

*Rationale: The course description was outdated, and modifications better articulate the current content covered. The content covered is focused on specific Cuban musical traditions and taught in a class format, rather than individual study. Graduate students will not take more than one credit per fall semester and not more than three fall semesters. Students interested in the course should consult directly with the instructor.*

**CVPA20.21.02.14**

Course Revisions:

Online 2020-21 Graduate Catalog [LINK](#)

THEA 535 - Pattern Development ... .. **PRQ: Consent of school.**

Online 2020-21 Graduate Catalog [LINK](#)

THEA 536 - Millinery and Accessories ... .. **PRQ: Consent of school.**

*Rationale: Adding the consent of school prerequisite to THEA 535 and THEA 536 brings these courses into line with other graduate costume courses, such as THEA 537 Dyeing and Fabric Modification for the Theatre.*

**COLLEGE OF VISUAL AND PERFORMING ARTS Meeting 03**

**School of Theatre and Dance**

**CVPA20.21.03.02**

Course Deletion:

Online 2020-21 Graduate Catalog [LINK](#)

~~THEA 607B – Period Style for Actors: Physicality Credits: 3~~

~~Period style and movement exploration of the 17th, 18th, 19th, and early 20th centuries.~~



GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)

Third Meeting/ 2020-21 Academic Year

December 07, 2020

SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog

Page 86 of 94

~~Prerequisites & Notes~~

~~PRQ: Admission to M.F.A. specialization in acting or consent of school.~~

~~Credits: 3~~

*Rationale: The Performance Faculty is removing all courses with letters attached and shifting them to courses using only numbers. This course will now be THEA 605: Period Style for Actors: Physicality.*

CVPA20.21.03.03

New Course:

Online 2020-21 Graduate Catalog

CIP Code: 50.0501

**THEA 515**

**On-Camera Lab (1)**

Introduction of basics of performing in front of the camera, both artistic and technical. Connects the preceding acting training to the technological issues of creating video content

PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.

*Rationale: Creating a transition for theatre trained actors to the work in front of the camera is an essential part of preparing the students for this highly competitive profession.*

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

CVPA20.21.03.04

New Course:

Online 2020-21 Graduate Catalog

CIP Code: 50.0501

**This course number is already in use - Per email with Gibson Cima and Ed Klonoski the course number is being corrected to 564. Brad Bond has approved this correction.**

**THEA 561**

**Audition Lab (1)**

Preparation for auditioning for professional work in theatre, film, and/or television, including monologue selection and preparation, song selection and preparation, best practices for self-tape auditions, interviews, cold readings, and callbacks.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 87 of 94

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

*Rationale:* Graduate students in acting need to work on audition material prior to their third year of graduate school. Thus, this Audition Lab class offers graduate students the opportunity to prepare for professional auditions during their second year of training.

Regarding non-duplication, this course is specific to the School of Theatre and Dance.

**CVPA20.21.03.05**

New Course:

Online 2020-21 Graduate Catalog

**CIP Code: 50.0501**

**THEA 563**

**Professional Development for the Actor (3)**

**Understanding the business of acting, promoting and marketing oneself as a business, including casting directors, talent agents, and various industry practices and markets.**

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

*Rationale:* Course was already being offered but with a Topics Course Number (THEA 591). It will now be offered as a regular standing course with the Course Number THEA 563.

Regarding non-duplication, this course is specific to the School of Theatre and Dance.

**CVPA20.21.03.06**

New Course:

Online 2020-21 Graduate Catalog

**CIP Code: 50.0501**

**THEA 605**

**Period Style for Actors: Physicality (2)**

**Explore the physical and energetic transformation required to represent a character from another era, utilizing extensive era research and period style scores to develop a linear, repeatable process for transformational character work.**

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

*Rationale:* This course replaces 607B.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 88 of 94

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

**CVPA20.21.03.07**

New Course:

Online 2020-21 Graduate Catalog

**CIP Code: 50.0501**

**This course number is already in use – per email with Gibson Cima and Ed Klonoski the number is being corrected to 615. Brad Bond has approved this correction.**

**THEA 612**

**Acting: Authenticity and Characterization (3)**

Advanced acting, providing a linear, coherent acting technique and rehearsal process. Continued development of shadow work, archetypes, and psycho-physical transformation.

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

*Rationale: The Performance Faculty decided that it would be best to remove all course numbers with letters and use only numbers instead. This course used to be listed under THEA 610B.*

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

**CVPA20.21.03.08**

New Course:

Online 2020-21 Graduate Catalog

**CIP Code: 50.0501**

**THEA 614**

**Building a Role (3)**

Studies in advanced acting, providing a linear, coherent acting technique and rehearsal process. Role creation and Period/Style work.

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

*Rationale: The faculty thought it best to offer a fourth semester in the period/style sequence.*

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

**CVPA20.21.03.09**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 89 of 94

New Course:

Online 2020-21 Graduate Catalog

CIP Code: 50.0501

**THEA 621**

**Movement: Specificity and Expansion (2)**

Continuation of the Williamson Technique for the Actor, cultivating physical specificity and expansive behavior as well as continued pursuit of sensory connection to environment and the development and externalization of vibrant inner life.

PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.

*Rationale:* THEA 621 will replace the course previously offered as THEA 611b.

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

CVPA20.21.03.10

New Course:

Online 2020-21 Graduate Catalog

CIP Code: 50.0501

**THEA 629**

**Advanced Voice for the Actor (2)**

Advanced techniques in vocal projection, articulation and the physical relationship to the spoken word.

PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.

*Rationale:* This course replaces 609B.

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

CVPA20.21.03.11

New Course:

Online 2020-21 Graduate Catalog

CIP Code: 50.0501

**THEA 631**

**Movement: Physical Transformation (2)**

Physical process for character transformation. Executing the physical form and energetic experience of characters, creatures, and different states of being.

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 90 of 94

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

*Rationale:* THEA 631 will replace the course previously offered as THEA 611c.

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

**CVPA20.21.03.12**

**New Course:**

Online 2020-21 Graduate Catalog

**CIP Code: 50.0501**

**THEA 639**

**Speech for the Actor (2)**

**Advanced vocal and text work and introduction to stage speech for the actor. Detailed work in voice characterization and diction.**

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

*Rationale:* This course already exists under a different alphanumeric designation. It was taught in the 609 sequence.

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

**CVPA20.21.03.13**

**New Course:**

Online 2020-21 Graduate Catalog

**CIP Code: 50.0501**

**THEA 649**

**Advanced Speech for the Actor (2)**

**Advanced work in speech, rhetoric and introductory work in dialect.**

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

*Rationale:* This course already exists under a different alphanumeric designation. It was taught as 609. This change clarifies our course offering by giving each class its own title, designation and accurate credit hours as a stand-alone class.

*Regarding non-duplication, this course is specific to the School of Theatre and Dance.*

**CVPA20.21.03.14**

**New Course:**

Online 2020-21 Graduate Catalog

**CIP Code: 50.0501**

Third Meeting/ 2020-21 Academic Year

December 07, 2020

SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog

Page 91 of 94

**THEA 706**

**Physicality and Rhetoric for Heightened Language (2)**

Physically embody plays of the sixteenth, seventeenth, and eighteenth century through period style scoring.

PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.

*Rationale:* The MFA acting program needs a combined voice and movement component to address issues to support the demands of THEA 708 Verse Drama.

Regarding non-duplication, this course is specific to the School of Theatre and Dance.

CVPA20.21.03.15

Other Catalog Change:

Online 2020-21 Graduate Catalog [LINK](#)

**Master of Fine Arts in Theatre Arts**

↓

**Specialization in Acting**

↓

- **THEA 515 – On-Camera Lab Credits: 1**
- THEA 516 - Acting Studio: On-Camera Credits: 3
- **THEA 561 – Audition Lab Credits: 1**
- **THEA 563 – Professional Development for the Actor Credits: 3**
- THEA 566 - The Business of Theatre Credits: 1-3  
Students must take this course for 3 semester hours.
- ~~THEA 591 – Topics in Theatrical Performance Credits: 1-6  
Students must take this course for 3 semester hours.~~
- THEA 601 - Research Techniques in Theatre Arts Credits: 3
- **THEA 605 – Period Style for Actors: Physicality Credits: 2**
- THEA 607A - Period Style for Actors: Text Analysis Credits: 3
- ~~THEA 607B – Period Style for Actors: Physicality Credits: 3~~
- THEA 608 – Acting Techniques: **Presence and Connection** Credits: 3
- THEA 609 - ~~Advanced Voice and Diction~~ **Voice for the Actor** Credits: ~~3~~ **2**  
A. Freeing the Voice Credits: 3
- ~~THEA 609 – Advanced Voice and Diction: B. Building the Voice Credits: 3~~
- ~~THEA 609 – Advanced Voice and Diction: C. Voice Characterization Credits: 3~~
- ~~THEA 609 – Advanced Voice and Diction: E. Stage Speech Credits: 3~~
- THEA 610 - ~~Advanced Acting~~: **Emotional Agility and Dramatic Imagination** A. The Actor's Inner Life -Credits: 3

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 92 of 94

- ~~THEA 610 – Advanced Acting: B. Clarity and Character Credits: 3~~
- THEA 611 - Advanced Movement: **Sensory Connection and Experiential Behavior**  
A. Relaxation and Response Credits: **3** 2
- ~~THEA 611 – Advanced Movement: B. Expression and the Body Credits: 3~~
- ~~THEA 611 – Advanced Movement: C. Specificity Credits: 3~~
- **THEA 612 – Acting: Authenticity and Characterization Credits: 3**
- **THEA 614 – Building a Role Credits: 3**
- **THEA 621 – Movement: Specificity and Expansion Credits: 2**
- **THEA 629 – Advanced Voice for the Actor: Credits: 2**
  
- **THEA 631 – Movement: Physical Transformation Credits: 2**
- **THEA 639 – Speech for the Actor: Credits: 2**
  
- **THEA 649 – Advanced Speech for the Actor: Credits 2**
- THEA 676 - Script Laboratory Credits: 3  
Students must take 6 semester hours in this course.
  
- THEA 695 - Internship in Theatre Arts Credits: 1-9  
Students must take this course for 3 semester hours.
  
- **THEA 706 – Physicality and Rhetoric for Heightened Language Credits: 2**
- THEA 708 - Verse Drama Credits: 3
- Electives by advisement (†) **(2)**

*Rationale: The Performance Faculty deemed it necessary to update the MFA Acting curriculum to stay current with industry trends and better reflect the sequential, integrated nature of the program.*

**CVPA20.21.03.17**

Course Revision:

Online 2020-21 Graduate Catalog [LINK](#)

**THEA 607A - Period Style for Actors: Text Analysis**

~~In-depth research and textual investigation of the dramatic works of the 17th, 18th, 19th, and early 20th centuries.~~ **Investigation of character motivations that drive to the inevitability of the written text. The work consists of in-depth scene study and scene work.**

Prerequisites & Notes

PRQ: Admission to M.F.A. **in Theatre Arts;** specialization in acting; or consent of school.

Credits: 3

*Rationale: The Performance Faculty decided that it would be best to remove all course numbers with letters and use only numbers instead.*

**CVPA20.21.03.18**

Course Revision:

Online 2020-21 Graduate Catalog [LINK](#)

~~THEA 608 – Acting Techniques:~~ **Presence and Connection**

**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 93 of 94

Study in **Embodiment, deep listening**, contact and truthful response, conversational reality, concentration, spontaneity, getting in touch with one's own **authentic impulses**/behavior and that of others.

**PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting; or consent of school.**

Credits: 3

*Rationale: The Performance Faculty deemed it necessary to update the MFA Acting curriculum to stay current with industry trends and better reflect the sequential, integrated nature of the program.*

**CVPA20.21.03.19**

Course Revision:

Online 2020-21 Graduate Catalog [LINK](#)

~~THEA 609 - Advanced Voice and Diction~~ **Voice for the Actor**

~~A. Freeing the Voice~~

~~B. Building the Voice~~

~~C. Voice Characterization~~

~~D. Musical Theatre Performance~~

~~E. Stage Speech~~

In-depth voice study including voice production, voice characterization, ~~verse, dialects, musical theatre performance, and specialized topics~~ **and beginning speech work**. May be repeated to a maximum of 15 semester hours.

Prerequisites & Notes

PRQ: Admission to the M.F.A. **in Theatre Arts;** specialization in acting; or consent of school.

Credits: ~~3~~ **2**

*Rationale: This class will not structurally change from how it has been taught in the past. We are merely seeking to make the numerical designations clearer for students and advisors by dropping all letters from course titles. This offering is the first class in our graduate voice sequence for the MFA in Acting. We will keep the 609 designation, but the credit hours will be dropped to 2 since each class will get its own individual numeric and credit hour designation.*

**CVPA20.21.03.20**

Course Revision:

Online 2020-21 Graduate Catalog [LINK](#)

~~THEA 610 - Advanced Acting~~ **Emotional Agility and Dramatic Imagination**

~~A. The Actor's Inner Life~~

~~B. Clarity and Character~~

Studies in advanced acting. **Continued development of improvisation exercises, including the lessons of emotional activation, dramatic imagination, activity work, moment-by-moment contact work, and incorporation of vocal/physical ease and expressivity.** Each semester will be a further development of performance technique as it relates to the rehearsal process. Scene work used as a



**GRADUATE COUNCIL -- GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 07, 2020**

**SECTION A – Recorded as approved by the Graduate Council for approval for inclusion in the 2021-22 Graduate Catalog**

Page 94 of 94

means of gauging the actor's ability to apply studio work to text. May be repeated to a maximum of 6 semester hours.

Prerequisites & Notes

PRQ: Admission to M.F.A. in Theatre Arts: specialization in acting and THEA 608, or consent of school.

Credits: 3

*Rationale: The Performance Faculty deemed it necessary to update the MFA Acting curriculum to stay current with industry trends and better reflect the sequential, integrated nature of the program.*

**CVPA20.21.03.21**

Course Revision:

Online 2020-21 Graduate Catalog [LINK](#)

THEA 611 - ~~Advanced Movement~~: **Sensory Connection and Experiential Behavior**

~~A. Relaxation and Response~~

~~B. Expression and the Body~~

~~C. Specificity~~

~~In depth stage movement studies including character work, combat, and specialized topics. May be repeated to a maximum of 9 semester hours.~~ **Foundation in Williamson Technique for the Actor, exploring sensory connection to environment, awareness, muscular tension versus muscular engagement, and development and externalization of vibrant inner life.**

Prerequisites & Notes

PRQ: Admission to the M.F.A. **in Theatre Arts:** specialization in acting; or consent of school.

Credits: ~~3~~ **2**

*Rationale: Previously THEA 611 represented three separate courses, each distinguished by a letter and subtitle (611a, 611b, 611c). The letter system created significant enrollment and credit issues, all left to be untangled by the SOTD advisor. The three courses will now be renamed with three separate course numbers to avoid future confusion and represent the curriculum as it now stands.*

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 1 of 11

**COLLEGE OF EDUCATION**

**CEDU20.21.05.29**

**Master of Science in ~~Educational Research and Evaluation~~ Educational Research, Evaluation, and Assessment** [LINK](#)

Check departmental information for any additional requirements. For application links and additional information visit the college page or the NIU Online Page.

This 36-semester-hour program is designed to prepare professionals in the fields of educational assessment, evaluation, and qualitative and quantitative research whom are broadly trained in both the theory and practice of qualitative and quantitative research, program evaluation, and assessment/measurement. Students learn to plan and design educational evaluations, implement and interpret qualitative and statistical data analytic procedures, and relate the findings to educational and social science policy. Students pursue this degree either in a general track or with an area of study in advanced quantitative methods, in assessment, or in program evaluation. Study in the general track allows students to focus on a specific discipline of the department, e.g., evaluation and technology or qualitative research. The area of study in advanced quantitative methods prepares students for careers as data analysts/statisticians in educational, business, and professional settings, as well as in governmental agencies. The area of study in assessment furthers students' knowledge of the theory and practice of assessment; this specialization also provides opportunities for teacher professional development. The area of study in program evaluation prepares students for careers as evaluators for school districts, business and professional organizations, culturally based institutions, and military and government agencies design, conduct, and evaluate educational research and evaluation studies; select and implement suitable qualitative and quantitative data analytic procedures; design and evaluate assessments and other instruments; and relate empirical findings to educational and social science policies and practices. While the program entails a comprehensive and rigorous core curriculum, students may pursue specialized areas of professional interest (e.g., advanced qualitative research design, statistical analysis) through elective courses. Students are prepared for careers as researchers, evaluators, assessment specialists, and data analysts in educational, business, government, and other professional settings, as well as advanced training in social science disciplines.

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

**Admission**

An applicant must submit GRE or GMAT scores.

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

A maximum of 15 student-at-large and transfer semester hours in combination may be applied toward the master's degree in ~~educational research and evaluation~~ educational research, evaluation, and assessment, with the exception that a maximum of 18 student-at-large semester hours from the certificate of graduate study in advanced quantitative methodology in education may be applied towards this master's degree. See "Requirements for Graduate Degrees" for limitation on study abroad credit.

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 2 of 11

**Requirements**

**Required Courses Credits: 18**

- ETR 501 - Proseminar in Educational Research and Evaluation Credits: 1-3
- ETR 520 - Introduction to Research Methods in Education Credits: 3
- ETR 521 - Educational Statistics I Credits: 3
- ETR 525 - Qualitative Research in Education Credits: 3
- ~~ETR 528 - Educational Assessment Credits: 3~~ ETR 530 - Test Construction and Evaluation Credits: 3
- ETR 531 - Program Evaluation in Education Credits: 3  
Students in the advanced quantitative methodology area of study must take ETR 529.
- ~~OR ETR 529 - Principles of Educational Measurement Credits: 3~~  
Students in the advanced quantitative methodology area of study must take ETR 529.
- ~~ETR 586 - Internship in Research and Evaluation Credits: 3-15~~  
Students must take 3 semester hours in this course.
- ~~OR ETR 587 - Practicum in Educational Research and Evaluation Credits: 1-6~~  
Students must take 3 semester hours in this course.
- ~~ETR 699A - Master's Thesis Credits: 1-6~~  
Students must take 6 semester hours in this course.
- ~~OR ETR 699B - Master's Project Credits: 1-6~~  
~~Students must take 6 semester hours in this course.~~
- ~~OR ETR 699C - Master's Portfolio Credits: 1 AND an additional 5 semester hours of courses in educational research and evaluation.~~

**Course work or One of the following areas of study (12) Elective Courses Credits: 9-14**

Course work selected in consultation with program adviser including a minimum of 6 semester hours in the department (12), OR one of the following areas of study (12) Course work within the department from any of the categories below, selected in consultation with program adviser (9 credits for those students who pursue the Master's Thesis or Master's Project capstone options/14 credits for those students who pursue the Master's Portfolio capstone option)

**Research Design**

- ETR 535 - Mixed-Methods Research Credits: 3
- ETR 540 - Survey Research Methods Credits: 3
- ETR 556 - User Experience (UX) Research Credits: 3
- ETR 720 - Advanced Research Methods in Education Credits: 3
- ETR 739X - Fieldwork Methods in Educational Research Credits: 3
- ETR 745X - Interpretive Methods in Educational Research Credits: 3
- ETR 746 - Interview Methods in Educational Research Credits: 3
- Other courses as approved by program advisor

**Advanced Quantitative Methods Data Analysis**

Students in the advanced quantitative methodology area of study must take ETR 529.

- ETR 522 - Educational Statistics II Credits: 3
- ETR 526 - Advanced Technologies in Qualitative Research Credits: 3

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 3 of 11

- ETR 537 - Methods of Learning Analytics Credits: 3
- ETR 560 - Computer Data Analysis Credits: 3
- ETR 562 - Applied Categorical Data Analysis Credits: 3
- ETR 722 - Methods of Multivariate Analysis Credits: 3
- ETR 724 - Multilevel Modeling Credits: 3
- Other courses as approved by program advisor

**Assessment/Measurement**

- ~~ETR 531 – Program Evaluation in Education Credits: 3~~
- ETR 524 - Assessing Students with Special Needs Credits: 3
  - OR ETR 534 - Dynamic Assessment for Students with High-incidence Disabilities Credits: 3
- ETR 528 - Educational Assessment Credits: 3
- ETR 529 - Principles of Educational Measurement Credits: 3
- ~~ETR 536 – Assessment Design Credits: 3~~
- Other courses as approved by program advisor

**Program Evaluation**

- ~~ETR 522 – Educational Statistics II Credits: 3~~
- ~~ETR 526 – Advanced Technologies in Qualitative Research Credits: 3~~
- ~~ETR 531 – Program Evaluation in Education Credits: 3~~
- One additional course in major (3)

**Other**

- ETR 597 - Independent Research in Research and Assessment Credits: 1-3
  - May be repeated to a maximum of 6 semester hours.
- ETR 592/792 - Special Topics in Research and Assessment Credits: 1-3
  - May be repeated to a maximum of 9 semester hours.
- ETR 590/790 - Workshop in Research and Assessment Credits: 1-3
  - May be repeated to a maximum of 9 semester hours.
- Other courses within and outside the department as approved by program advisor (e.g., ETT 510, EPS 501, EPS 524, PSY 611)

**Internship Credits: 3-15**

In addition to coursework and a capstone experience (i.e., thesis, project, or portfolio), the program requires an internship.

- ETR 586 - Internship in Research and Evaluation Credits: 3-15
  - Students must take 3 semester hours in this course. Only 3 semester hours may be applied to the program of study.
- ~~OR ETR 587 – Practicum in Educational Research and Evaluation Credits: 1-6~~  
~~Students must take 3 semester hours in this course.~~

**Capstone Credits: 1-6**

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 4 of 11

In addition to coursework and an internship, the program requires that students complete a capstone experience. For the capstone experience, a student has the option to complete a thesis, a project, or a portfolio.

- ETR 699A - Master's Thesis Credits: 1-6  
Students must take 6 semester hours in this course.
- OR ETR 699B - Master's Project Credits: 1-6  
Students must take 6 semester hours in this course.
- OR ETR 699C - Master's Portfolio Credits: 1 AND an additional 5 semester hours of elective courses in ~~educational research and evaluation~~ educational research, evaluation, and assessment.

**Comprehensive Examination**

The comprehensive examination is based on the student's program of study and typically focuses on examination of an issue or problem in ~~educational research and evaluation~~ educational research, evaluation, or assessment. Students should contact the department office no later than the semester prior to anticipated program completion and graduation to obtain an application for the comprehensive examination. The capstone experience serves as the comprehensive examination for students in the program.

**CEDU20.21.06.32**

Other Catalog Change: 2021-2022

**Master of Science in ~~Education in~~ Kinesiology and Physical Education [LINK](#)**

Check departmental information for any additional requirements.

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

**Admission**

To be considered for admission to the M.S.Ed. program in kinesiology and physical education, an applicant is expected to have a baccalaureate degree which included courses in kinesiology, physical education, health, recreation, dance, or equivalent courses.

Applicants to the M.S.Ed. program are not required to take the GRE. Student transcripts and life experiences will be evaluated to determine if deficiencies exist. If they do exist, students should consult the graduate program academic adviser and conditional admission may be granted to complete identified deficiencies and 9 semester hours of program specific graduate-level course work designated by the adviser. Conditional admission requirements must be satisfied within 3 semesters for students to be reclassified as regularly admitted (see the Conditional Admission section of this catalog).

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 5 of 11

Applicants to the master's degree program in kinesiology and physical education are normally notified of an admission decision as soon as administratively feasible following receipt of all credentials to complete the applicant's file by the Graduate School.

University Honors students who graduate with a B.A. or B.S. in a related field are guaranteed admission into the M.S.Ed. program as space permits.

**Retention**

Students who violate the standards of the profession may be eliminated from the program after review by a properly constituted committee of the graduate faculty.

**Requirements**

The M.S.Ed. in kinesiology and physical education requires a minimum of 30 semester hours. Students select from one of the following specializations: a specialization in adapted physical education, a specialization in exercise physiology, or a specialization in pedagogy, curriculum development in physical education pedagogy, or sport and exercise psychology. In consultation with an adviser, the student selects a thesis or non-thesis option.

Students are required to take a minimum of 6 semester hours in the research core, a minimum of 3 semester hours of social science, and a minimum of 3 semester hours of science, all within the department.

In each of the specializations, students are required to take 9-15 semester hours of professional courses in the department that identify the specialization. Students electing to do a thesis option are required to take 6 semester hours of thesis work with the remaining semester hours of electives approved by the student's adviser selected from a list of courses either in the department and/or outside of the department. Students taking the non-thesis option are required to complete additional semester hours of electives approved by the student's adviser. A minimum of 6 semester hours of electives must be selected from a list of courses within the department.

Students are required to take a minimum of 6 semester hours in the research core. Additionally, in each of the specializations, students are required to take 15 semester hours of specialization core courses. Students electing to do a thesis option are required to take 6 semester hours of thesis work with the remaining semester hours of electives approved by the student's adviser selected from a list of courses either in the department and/or outside of the department. Students taking the non-thesis option are required to complete additional semester hours of electives approved by the student's adviser.

**Specialization in Adapted Physical Education**

This specialization is designed to prepare teachers to deliver physical education services to students with special needs. Persons are trained to assume roles related to adapted or special physical education including teaching, assessment, Individualized Educational Program development, consulting, program planning, and research. Certified physical education teachers completing this specialization meet Illinois State Board of Education recommended guidelines

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 6 of 11

~~for personnel reimbursement as an “approved” adapted physical education instructor for students with disabilities. In consultation with an adviser, the student selects either a thesis or non-thesis option.~~

~~Thesis Option (36)~~

- ~~• KNPE 699A—Master’s Thesis Credits: 1-6~~
- ~~• Students must take 6 semester hours in this course.~~

~~Research Core (6)~~

- ~~• KNPE 552—Methods of Research in Kinesiology and Physical Education Credits: 3~~
- ~~• KNPE 645—Application of Statistics to Research in Kinesiology and Physical Education Credits: 3~~

~~Specialization Core (15)~~

- ~~• KNPE 589—Inclusion Strategies for Special Populations: Theory and Practice Credits: 3~~
- ~~• KNPE 590—Physical Education for Individuals with Physical and Sensory Disorders Credits: 3~~
- ~~• KNPE 591—Assessment and Program Planning in Adapted Physical Education Credits: 3~~
- ~~• Two of the following (6)~~
  - ~~• KNPE 569—Instructional Skills for Physical Education Credits: 3~~
  - ~~• KNPE 577—Physical Education in the Elementary School Credits: 3~~
  - ~~• KNPE 620—Seminar in Physical Education Curriculum Credits: 3~~

~~Select one from the science core (3-4)~~

- ~~• KNPE 557—Applied Physiology of Exercise Credits: 4~~
- ~~• KNPE 564—Exercise is Medicine Credits: 3~~
- ~~• KNPE 578—Seminar in Motor Development Credits: 3~~
- ~~• KNPE 686—Seminar in Motor Learning Credits: 3~~

~~Select one from the social science core (3)~~

- ~~• KNPE 582—Psychology of Sport and Exercise Credits: 3~~
- ~~• KNPE 583—Applied Sport Psychology Credits: 3~~
- ~~• KNPE 584—Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3~~
- ~~• KNPE 585—Physical Activity, Health, and Psychological Well-Being Credits: 3~~
- ~~• KNPE 586—Sport in Society Credits: 3~~

~~Course work related to the student’s degree specialization approved by an adviser (3)~~

~~Non-Thesis Option (36)~~

~~Same requirements as listed above except in lieu of KNPE 645 (3) students take KNPE 545, Assessment in Kinesiology and Physical Education (3), and in lieu of the thesis students take six semester hours of course approved by an adviser.~~

**Specialization in Exercise Physiology**

Third Meeting/ 2020-21 Academic Year

December 7, 2020

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 7 of 11

This specialization is designed to provide knowledge and skills to students in the area of exercise physiology. Students with such a professional background are prepared to assume various roles related to exercise physiology: research, teaching, and applied/practical/laboratory positions in hospitals, corporations, and health clubs. Applied exercise physiology 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.

**Non-Thesis Option (360)**

- ~~KNPE 699A – Master's Thesis Credits: 1-6~~
- ~~Students must take 6 semester hours in this course.~~

Research Core (6)

- KNPE 552 - Methods of Research in Kinesiology and Physical Education Credits: 3
- KNPE 645 - Application of Statistics to Research in Kinesiology and Physical Education Credits: 3

Specialization Core (125)

- ~~KNPE 514 – Neuromuscular Aspects of Physical Performance Credits: 3~~
- **KNPE 515 - Advanced Laboratory Techniques in Exercise Physiology Credits: 3**
- KNPE 560 - Cardiorespiratory Physiology: Responses and Adaptations to Exercise Credits: 3
- KNPE 561 - Advanced Exercise Physiology Credits: 3
- **KNPE 635 - Biomechanics Credits: 3**
- KNPE 652 - Exercise Bioenergetics Credits: 3

Select one from the **following social science core (3)**

- ~~KNPE 507 – History of Physical Education Credits: 3~~
- ~~KNPE 509 – Philosophy of Physical Education Credits: 3~~
- **KNPE 564 - Exercise is Medicine Credits: 3**
- **KNPE 578 - Seminar in Motor Development Credits: 3**
- KNPE 582 - Psychology of Sport and Exercise Credits: 3
- KNPE 583 - Applied Sport Psychology Credits: 3
- KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3
- KNPE 585 - Physical Activity, Health, and Psychological Well-Being Credits: 3
- KNPE 586 - Sport in Society Credits: 3
- **KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions Credits: 3**

Course work related to the student's specialization approved by an adviser (~~69~~)

**Non-Thesis Option (30)**

Same requirements as listed above except in lieu of the **elective work students take six (6) semester hours of KNPE 699A, Master's Thesis** ~~thesis hours, students take six (6) semester hours of course work approved by an adviser.~~



Third Meeting/ 2020-21 Academic Year

December 7, 2020

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 8 of 11

**Specialization in Pedagogy and Curriculum Development in Physical Education Pedagogy**

This specialization is designed to provide relevant theoretical knowledge and experience in contemporary best practices in the discipline of physical education including methodology/instructional strategies, supervision, program development, and the use of technology and assessment in educational settings. Individuals completing this specialization will be able to assume leadership roles in physical education pedagogy and related fields. In consultation with an adviser the student selects either a thesis or non-thesis option. Students are strongly encouraged to concurrently pursue a certificate of graduate study in adapted physical education.

**Non-Thesis Option (30-31)**

- ~~KNPE 699A – Master’s Thesis Credits: 1-6~~
- ~~Students must take 6 semester hours in this course.~~

Research Core (6)

- **KNPE 545 - Assessment in Kinesiology and Physical Education Credits: 3**
- KNPE 552 - Methods of Research in Kinesiology and Physical Education Credits: 3
- ~~KNPE 645 – Application of Statistics to Research in Kinesiology and Physical Education Credits: 3~~

Specialization Core (15)

- ~~KNPE 569 – Instructional Skills for Physical Education Credits: 3~~
- KNPE 577 - Physical Education in the Elementary School Credits: 3
- **KNPE 578 - Seminar in Motor Development Credits: 3**
- KNPE 620 - Seminar in Physical Education Curriculum Credits: 3
- Two of the following (6)
  - KNPE 589 - Inclusion Strategies for Special Populations: Theory and Practice Credits: 3
  - KNPE 590 - Physical Education for Individuals with Physical and Sensory Disorders Credits: 3
  - KNPE 591 - Assessment and Program Planning in Adapted Physical Education Credits: 3

Select one from the following science core (3-4)

- KNPE 557 - Applied Physiology of Exercise Credits: 4
- KNPE 564 - Exercise is Medicine Credits: 3
- ~~KNPE 578 – Seminar in Motor Development Credits: 3~~
- **KNPE 579 - Field Experience in Secondary Physical Education Credits: 3**
- **KNPE 582 - Psychology of Sport and Exercise Credits: 3**
- **KNPE 583 - Applied Sport Psychology Credits: 3**
- **KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3**
- **KNPE 585 - Physical Activity, Health, and Psychological Well-Being Credits: 3**
- **KNPE 586 - Sport in Society Credits: 3**
- **KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions Credits: 3**
- ~~KNPE 686 – Seminar in Motor Learning Credits: 3~~

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 9 of 11

Select one from the social science core (3)

- ~~KNPE 582 – Psychology of Sport and Exercise Credits: 3~~
- ~~KNPE 583 – Applied Sport Psychology Credits: 3~~
- ~~KNPE 584 – Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3~~
- ~~KNPE 585 – Physical Activity, Health, and Psychological Well-Being Credits: 3~~
- ~~KNPE 586 – Sport in Society Credits: 3~~

Course work related to student's specialization approved by an adviser (63)

**Non-Thesis Option (30-31)**

~~Same requirements as listed above except in lieu of KNPE 645 (3) students take KNPE 545, Assessment in Kinesiology and Physical Education (3), and in lieu of the thesis students take six (6) semester hours of course approved by an adviser.~~

Same requirements as listed above except in lieu of KNPE 545 (3) students take KNPE 645, Application of Statistics to Research in Kinesiology and Physical Education (3), and in lieu of the elective work students take six (6) semester hours of KNPE 699A, Master's Thesis.

**Specialization in Sport and Exercise Psychology**

This specialization is designed to focus on relevant theory, research, and practice in the areas of sport and exercise psychology. The course work will help students examine a variety of predictors and consequences of sport and exercise participation. Emphasis is placed on the application of knowledge grounded in theory and research. Specifically teachers, coaches, and exercise professionals will experience a theory to practice approach to addressing the psychological needs of their participants in a performance setting. In consultation with an adviser the student selects either a thesis or non-thesis option.

**Non-Thesis Option (306)**

- ~~KNPE 699A – Master's Thesis Credits: 1-6~~
- ~~Students must take 6 semester hours in this course.~~

Research Core (6)

- ~~KNPE 552 - Methods of Research in Kinesiology and Physical Education Credits: 3~~
- ~~KNPE 645 - Application of Statistics to Research in Kinesiology and Physical Education Credits: 3~~

Select four of the following in the Specialization Core (152)

- ~~KNPE 582 - Psychology of Sport and Exercise Credits: 3~~
- ~~KNPE 583 - Applied Sport Psychology Credits: 3~~
- ~~KNPE 586 - Sport in Society Credits: 3~~
- ~~Two of the following:~~
  - ~~KNPE 584 - Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3~~
  - ~~KNPE 585 - Physical Activity, Health, and Psychological Well-Being Credits: 3~~
  - ~~KNPE 587 - Professional Preparation in Sport and Exercise Psychology Professions Credits: 3~~
- ~~KNPE 584 – Psychosocial Aspects of Athletic Injury and Rehabilitation Credits: 3~~
- ~~KNPE 585 – Physical Activity, Health, and Psychological Well-Being Credits: 3~~

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 10 of 11

- ~~KNPE 586 – Sport in Society Credits: 3~~
- ~~KNPE 587 – Professional Preparation in Sport and Exercise Psychology Professions Credits: 3~~

One of the following

~~KNPE 586 – Sport in Society Credits: 3~~

~~COUN 500 – Professional Identity and Ethics in Counseling Credits: 3~~

Select one from the following science core (3-4)

- ~~KNPE 557 – Applied Physiology of Exercise Credits: 4~~
- ~~KNPE 564 - Exercise is Medicine Credits: 3~~
- ~~KNPE 578 - Seminar in Motor Development Credits: 3~~

Elective coursework related to the student's specialization approved by an adviser (~~12~~6)

**Non-Thesis Option (30)**

Same requirements as listed above except in lieu of six credit hours of elective work, students take six (6) semester hours of KNPE 699A, Master's Thesis the thesis students take six (6) semester hours of course work approved by an adviser.

**RATIONALE:**

**Change from M.S.Ed. to M.S. designation**

In remaining competitive with other graduate-level kinesiology and physical education programs in the region and in conversations with our faculty and current students, it seemed appropriate and advantageous to convert from the M.S.Ed. to M.S. designation. This change also appears to be consistent with a number of graduate-level peer programs and will better position students for employment after graduation. This change will not create any accreditation issues for those students seeking physical education endorsement/licensure at the graduate level.

**Decrease from 36 to 30 credit hours**

In remaining competitive with other graduate-level kinesiology and physical education programs in the region and in conversations with our faculty and current students, it seemed appropriate and advantageous to lower the amount of credit hours from 36 to 30 (also aligns with our recent change within the MS in sport management program). This change also appears to be consistent with a number of newer graduate programs within the university, as well as with other graduate-level peer programs. While we are removing elective work, students will still be afforded the opportunity to take their elective coursework outside of the department (pending adviser approval) so as it aligns with their interests and career goals. This change will not create any accreditation issues for those students seeking physical education endorsement/licensure at the graduate level.

**Elimination of the adapted physical education specialization**

Elimination of the graduate specialization in adapted PE allows the department to more effectively and efficiently offer courses in this area. Additionally, this change affords students the opportunity to pursue the master's degree in physical education pedagogy and simultaneously pursue the certificate of graduate study in adapted physical education (i.e.,

**GRADUATE COUNCIL – GRADUATE COUNCIL (APPROVED 02.01.21)**

**Third Meeting/ 2020-21 Academic Year**

**December 7, 2020**

**SECTION B – Recorded, but further approval beyond the GC, is needed before inclusion in the Graduate Catalog**

Page 11 of 11

stackable credential). Additionally, we have added the clause, “Students are strongly encouraged to concurrently pursue a certificate of graduate study in adapted physical education” to the description of the physical education pedagogy specialization in order to matriculate more students into the certificate program while simultaneously pursuing their master’s degree. The elimination of this specialization does not impact our course offerings in adapted PE, nor does it impact any other graduate programs at the university.

**COLLEGE OF VISUAL AND PERFORMING ARTS**

**School of Art and Design**

**CVPA20.21.03.01**

Other Catalog Change:

Online 2020-21 Graduate Catalog [LINK](#)

**Master of Science in Art and Design Education**

The M.S. in **Art and Design Education** requires a minimum of 30 semester hours of graduate work and successfully passing a comprehensive examination.

↓

**Specialization in Art and Design Education (30)**

↓

**Educator Licensure**

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

Persons holding a baccalaureate degree may complete requirements for the State of Illinois Standard Special (K-12) License through the **art and design education** division of the School of Art and Design as part of the degree program for the M.S. in **art and design education** with a specialization in **art and design education**.

↓

*Rationale: To consistently reflect the correct title of the program: Art and Design Education.*