

GRADUATE COUNCIL MINUTES  
663rd Meeting  
January 10, 2022

MEMBERS PRESENT: Damodaran, Arado, Bateni, Balcerzak, Clark M., Garver, Howell, Hunt, Jaekel, Jackson, Klonoski, Mantzke, Moghimi, Osorio, Ryzhov, Scherer, Taylor, Wu, and Zheng

MEMBERS ABSENT: Adibhatla, Beldon, Burchfield (on leave), Clark M., Duffrin, Gomez Enriquez Riart, Groves, Johnson, Wasonga, and Xia

OTHERS PRESENT: Barshinger (Secretary) and Halverson (Catalog Editor/Curriculum Coordinator)

Interim Dean Damodaran called the meeting to order at 10:05 a.m.

Halverson summarized the curriculum process and the shared governance rules. She announced that the curriculum deadline will be moved up next year to October 31 to alleviate the last minute submissions she experienced this year. This will be a hard deadline. Halverson asked the Council members to report back to their departments and request to start the curriculum change process in the spring semester and not wait to start it in the fall. This will give everyone time to truly review all changes. She thanked the Council in advance for their efforts.

Approval of Minutes

Mantzke moved to approve the minutes of the December 6, 2021 meeting. Balcerzak seconded. Motion carried. Minutes approved.

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. Garver 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.

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

**College of Engineering and Engineering Technology:** Mantzke summarized the curriculum changes proposed by the College of Engineering and Engineering Technology. She announced that the ISYE 585 item was tabled pending more information from the department and college. 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. Scherer made the motion to approve and Balcerzak 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. Clark 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. Balcerzak made the motion to approve and Scherer 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. Garver made the motion to approve and Balcerzak seconded. The Council approved these changes unanimously.

**College of Education -- Section B:** Mantzke summarized the new IL Licensure Specialist in Computer Science proposed by the College of Education. Refer to the curriculum attachments for more information.

Mantzke asked for a motion to approve the new licensure program submitted from the College of Education. Balcerzak made the motion to approve and Clark seconded. The Council approved these changes unanimously.

**College of Engineering and Engineering Technology -- Section B:** Mantzke announced that this item was tabled pending additional information from the department and college.

**College of Liberal Arts and Sciences -- Section B:** Mantzke summarized the 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 these changes submitted from the College of Liberal Arts and Sciences. Osorio made the motion to approve and Balcerzak seconded. The Council approved these changes unanimously.

**College of Visual and Performing Arts -- Section B:** Mantzke summarized the 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 these changes submitted from the College of Visual and Performing Arts. Klonoski made the motion to approve and Garver seconded. The Council approved these changes unanimously.

***Section E Items:*** Mantzke announced that these catalog items do not need Graduate Council approval. They are just being brought to the Council's attention as a reference. Refer to the curriculum attachments for more information.

#### Announcements

- Damodaran reported on the Dean's search. It was announced that Kerry Wilks will be the new Dean of the Graduate School and Associate Vice President of International Affairs. She will start on March 1.
- Call for nominations have gone out to department chairs and directors for the dissertation completion fellowship, DFI fellowship, Woodson scholarship, great journeys assistantships, and recruitment/URM tuition waivers. Nominations are due in the Graduate School in late January to early February.

#### Adjournment

Damodaran adjourned the meeting at 10:40 a.m.

# **Agenda items for Curricular Changes for inclusion to the Graduate Council Agenda for**

**January 10, 2022**

## **I. COLLEGE MINUTE ITEMS – Section A**

### **A. College of Business**

#### **1. CBUSGR 06 (AY 2021-2022)**

Item CBUSGR21.22.06.02/PR MAC AACSB Language Alignment

Item CBUSGR21.22.06.03/PR MAS AACSB Language Alignment

Item CBUSGR21.22.06.04/PR MS Taxation AACSB Language Alignment

Item CBUSGR21.22.06.05/PR MS Finance

Item CBUSGR21.22.06.06/NC MKTG 662 –Duplication statements included in Section A

Item CBUSGR21.22.06.07/PR MS Digital Marketing AACSB Language Alignment

Item CBUSGR21.22.06.08/PR MS Digital Marketing

Item CBUSGR21.22.06.09/MS Data Analytics AACSB Language Alignment

Item CBUSGR21.22.06.10/PR MS MIS AACSB Language Alignment

### **B. College of Education**

#### **1. CEDU 08 (AY 2021-2022)**

Item CEDU21.22.08.18/NC ETR 555

Item CEDU21.22.08.19/NC KNPE 511

Item CEDU21.22.08.20/NC KNAT 560

Item CEDU21.22.08.22/PR MS Athletic Training

Item CEDU21.22.08.23/NC EPFE 714

Item CEDU21.22.08.24/NC LEEA 791

Item CEDU21.22.08.25/NC LEEA 792

Item CEDU21.22.08.26/NC LEEA 793

Item CEDU21.22.08.27/NC LEEA 794

Item CEDU21.22.08.28/NC LEEA 795

Item CEDU21.22.08.29/NC LEEA 796

Item CEDU21.22.08.31/PR ED Specialist in Ed Administration

#### **2. CEDU 09 (AY 2021-2022)**

Item CEDU21.22.09.07/PR K-12 Licensure in Physical Education

Item CEDU21.22.09.09/CR EPFE 557 course number revision

### **C. College of Engineering and Engineering Technology**

#### **1. CEET 10 (AY 2021-2022)**

Item CEET21.22.10.04/NC ISYE 678 – All duplication statements received

Item CEET21.22.10.05/NC ISYE 591 - All duplication statements received

Item CEET21.22.10.06/NC ISYE 585 – **Tabled Need statements from MATH, OMIS, CSCL.**

Item CEET21.22.10.07/NC ISYE 556

### **D. College of Health and Human Sciences**

1. CHHS 10 (AY 2021-2022)  
Item CHHS21.22.10.06/NC AUD 626  
Item CHHS21.22.10.07/CR AUD 798  
Item CHHS21.22.10.08/PR CGS Gerontology  
Item CHHS21.22.10.09/New Accelerated BS\_MS Applied Human Dev and Fam Sciences
2. CHHS 11 (AY 2021-2022)  
Item CHHS21.22.11.01/PR Doctor of Audiology

**E. College of Liberal Arts and Sciences**

1. CLAS 06 (AY 2021-2022)  
Item CLAS21.22.06.19/GRE exemption MA PhD English  
Item CLAS21.22.06.20/Add to Interdisciplinary Listing Center WGS  
Item CLAS21.22.06.21/Add CGS under WGS listing  
Item CLAS21.22.06.24/PR English due to GRE Exemption  
Item CLAS21.22.06.25/PR MA English – Impact statements received
2. CLAS 07 (AY 2021-2022)  
Item CLAS21.22.07.15/PR GRE exemption MS PhD Biological Sciences  
Item CLAS21.22.07.16/NC ANTH 503  
Item CLAS21.22.07.17/PR MS Biological Sciences  
Item CLAS21.22.07.18/PR PhD Biological Sciences  
Item CLAS21.22.07.19/PR Psychology Home Page

**F. College of Visual and Performing Arts**

1. CVPA 03 (AY 2021-2022)  
Item CVPA21.22.03.07/NC ARTS 653  
Item CVPA21.22.03.08/NC ARTS 654

**II. COLLEGE MINUTE ITEMS – Section B**

**A. College of Education**

1. CEDU 09 (AY 2021-2022)  
Item CEDU21.22.09.06/New IL Licensure Specialist Computer Science

**B. College of Engineering and Engineering Technology**

1. CEET 06 (AY 2021-2022)  
Item CEET21.22.06.01/PR MS Industrial Management and Technology/Name Change/ Add two Specializations – **Tabled clarification/additional approval outstanding**

**C. College of Liberal Arts and Sciences**

1. CLAS 06 (AY 2021-2022)  
Item CLAS21.22.06.17/Update CGS list deletion Technical Writing  
Item CLAS21.22.06.18 /Update Directory deletion Technical Writing CGS  
Item CLAS21.22.06.22/Deletion CGS Technical Writing English Listing  
Item CLAS21.22.06.23/Deletion of CGS Technical Writing

**D. College of Visual and Performing Arts**

1. CVPA 03 (AY 2021-2022)  
Item CVPA21.22.03.02/School AD list MA Arts Change in name of Two Specializations  
Item CVPA21.22.03.03/Grad School List MA Arts Change in Name of Two Specializations  
Item CVPA21.22.03.17/MA Art/Name Change Two Specializations  
Item CVPA21.22.03.18/PR CGS Art History  
Item CVPA21.22.03.19/New CGS Digital Fabrication

### **III. COLLEGE MINUTE ITEMS – Section E**

- A. College of Business
  1. CBUSGR 06 (AY 2021-2022)
- B. College of Education
  1. CEDU 08 (AY 2021-2022)
  2. CEDU 09 (AY 2021-2022)
- C. College of Health and Human Sciences
  1. CHHS 10 (AY 2021-2022)
- D. College of Liberal Arts and Sciences
  1. CLAS 07 (AY 2021-2022)
- E. College of Visual and Performing Arts
  1. CVPA 03 (AY 2021-2022)
  2. CVPA 04 (AY 2021-2022)

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**COLLEGE OF BUSINESS**

**Department of Accountancy**

Other catalog change **CBUSGR21.22.06.02** 2021-2022 Online Graduate Catalog [LINK](#)

**Master of Accountancy**

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**Master of Accountancy Learning Goals **Competencies** and Objectives**

The NIU Master of Accountancy program provides advanced study in accounting for graduate students who have an undergraduate degree in a discipline other than accounting.

Learning Goal **Competency** 1: Our students will apply accounting concepts and technology to solve problems.

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Learning Goal **Competency** 2: Our students will demonstrate awareness of ethical issues in business and accounting.

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*Rationale: The Association to Advance Collegiate Schools of Business (AACSB), our accrediting agency, has updated their assessment language from goals to competencies. This catalog change aligns with our accrediting body change.*

Other catalog change **CBUSGR21.22.06.03** 2021-2022 Online Graduate Catalog [LINK](#)

**Master of Accounting Science**

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**Master of Accounting Science Learning Goals **Competencies** and Objectives**

Graduates from the NIU Department of Accountancy Master of Accounting Science (Leadership) will fulfill the following learning goals **competencies** and objectives.

Learning Goal **Competency** 1: Apply accounting concepts and technology to solve problems.

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Learning Goal **Competency** 2: Demonstrate leadership and professional skills.

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Learning Goal **Competency** 3: Assess decision alternatives of ethical choices.

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*Rationale: The Association to Advance Collegiate Schools of Business (AACSB), our accrediting agency, has updated their assessment language from goals to competencies. This catalog change aligns with our accrediting body change.*

Other catalog change **CBUSGR21.22.06.04** 2021-2022 Online Graduate Catalog [LINK](#)

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**Master of Science in Taxation**

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**Master of Science in Taxation Learning Goals Competencies and Objectives**

Graduates from the NIU Department of Accountancy Master of Science in Taxation program will fulfill the following learning goals competencies and objectives.

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

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Learning Goal Competency 2: Evaluate ethical business practices.

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*Rationale: The Association to Advance Collegiate Schools of Business (AACSB), our accrediting agency, has updated their assessment language from goals to competencies. This catalog change aligns with our accrediting body change.*

**Department of Finance**

Other catalog change      **CBUSGR21.22.06.05** 2021-2022 Online Graduate Catalog [LINK](#)

**Master of Science in Finance**

The advanced study in the M.S. in Finance program provides the tools and skills to prepare students for careers in a variety of fields, including investment and commercial banking, asset and wealth management, insurance, trading, and corporate finance and treasury functions. Small M.S. in Finance classes, as well as courses taken with MBA students, maximize interaction and learning throughout the program. Graduate Certificates of Study that reflect the current demands of the job market offer the flexibility to tailor students' learning experience to their career goals.

Check departmental information for additional requirements.

**Master of Science in Finance Learning Competencies**

The NIU Master of Science in Finance program develops and fosters the following core competencies for its graduate students.

- Graduates will be able to understand and quantify risk.
- Graduates will compare derivative markets and the use and pricing of various derivatives.
- Graduates will assess various risk mitigation techniques and be able to analyze situations and make recommendations regarding risk mitigation.
- Graduates will explain regulatory requirements for risk mitigation in various situations.

**Admission**

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*Rationale: The department wishes to include its MS Finance program competencies in the Graduate Catalog like that shown for other College of Business major programs, stating the competencies they expect their graduates to obtain.*

**Department of Marketing**



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New course

**CBUSGR21.22.06.06**

2021-2022 Online Graduate Catalog [LINK](#)

**CIP: 52.1499**

**MKTG 662 - Artificial Intelligence in Digital Marketing**

Leverage artificial intelligence (AI) technologies for digital marketing campaigns. Apply deep learning, natural language processing, deepfake, and social robots to identify and solve marketing issues within the marketing mix. Support marketing decision making in deploying different AI technologies for digital marketing campaigns.

**Prerequisites & Notes**

**PRQ: MKTG 670 or consent of department.**

**Credits: 3**

*Rationale: Employers' demand for graduates who have skills in handling AI technologies specifically for digital marketing is exponentially growing. This is because AI technologies have proven to be a huge success factor in marketing. Yet, current students have not had opportunities to prepare themselves to strategically use AI technologies to solve real-world marketing problems. Instead of learning mathematical algorithms and computer programming, students in the proposed course will practice using code-free AI software for designing and implementing digital marketing tactics.*

*Note on duplication: The Departments of Computer Science, Electrical Engineering, and Operations Management and Information Systems have been contacted and indicate there is no duplication of MKTG 662 with their course offerings. Replies from these departments are shown below. In addition, non-duplication forms from the three department chairs have been submitted as a separate document.*

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**From:** Nicholas Karonis <[karonis@niu.edu](mailto:karonis@niu.edu)>

**Sent:** Monday, November 15, 2021 3:07 PM

**To:** Vijaykumar Krishnan Palghat <[vkrishnanpalghat@niu.edu](mailto:vkrishnanpalghat@niu.edu)>

**Cc:** Nicholas Karonis <[karonis@niu.edu](mailto:karonis@niu.edu)>; Mya Groza <[mya@niu.edu](mailto:mya@niu.edu)>; Robert Peterson <[peter@niu.edu](mailto:peter@niu.edu)>

**Subject:** Fwd: Verification of Non-duplication of course content

Dear Vijay,

Good to hear from you. I hope this message find finds you and your loved ones all well. We are all fine.

Thank you for the opportunity to review your course proposal. We find no significant overlap nor duplication with courses in our curricula. Please find attached the completed and digitally-signed form attesting to the same.

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I wish you and your colleagues all the best with your proposed course!

Nick

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**From:** Mansoor Alam <[malam1@niu.edu](mailto:malam1@niu.edu)>  
**Sent:** Friday, November 12, 2021 8:03 PM  
**To:** Vijaykumar Krishnan Palghat <[vkrishnanpalghat@niu.edu](mailto:vkrishnanpalghat@niu.edu)>  
**Cc:** Robert Peterson <[peter@niu.edu](mailto:peter@niu.edu)>  
**Subject:** RE: Verification of non-duplication of course content

Dear Vijay,  
Attached is the signed verification form.  
Thanks.  
Mansoor

Sent from [Mail](#) for Windows 10  
Mansoor Alam, Ph.D.  
Professor and Chair  
Electrical Engineering Department  
EB332  
Northern Illinois University  
[815-753-8010](tel:815-753-8010)/[malam1@niu.edu](mailto:malam1@niu.edu)

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11/9/21

Dear Vijay:

We have concluded nonduplication for the proposed AI in Digital Marketing with our current OMIS courses. You have our best wishes to launch this new course (see attached form).

All the best.  
Chang

Chang Liu, D.B.A.  
Dean's Distinguished Professor and Department Chair  
Operations Management & Information Systems (OM&IS)  
College of Business  
Northern Illinois University  
DeKalb, IL 60115  
815.753.3021

Other catalog change      **CBUSGR21.22.06.07** 2021-2022 Online Graduate Catalog [LINK](#)

**Master of Science in Digital Marketing**

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**Master of Science in Digital Marketing Learning Goals Competencies**

Graduates from the NIU Department of Marketing's Master of Science in digital marketing program will fulfill the following learning goals competencies:

- Learning Goal Competency 1: Demonstrate Appropriate Knowledge of the Impact of Digital Technologies on Marketing Strategies
- Learning Goal Competency 2: Demonstrate Problem Solving and Critical Thinking Skills
- Learning Goal Competency 3: Demonstrate Communication and Presentation Skills
- Learning Goal Competency 4: Demonstrate Marketing Metrics Skills
- Learning Goal Competency 5: Demonstrate Global Business Environment Knowledge
- Learning Goal Competency 6: Demonstrate Ethical Business Practice Awareness

*Rationale: The Association to Advance Collegiate Schools of Business (AACSB), our accrediting agency, has updated their assessment language from goals to competencies. This catalog change aligns with our accrediting body change.*

Other catalog change **CBUSGR21.22.06.08**

2021-2022 Online Graduate Catalog [LINK](#)

**Master of Science in Digital Marketing**

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Degree Requirements (30-37)

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Phase Two (30-31)

Marketing Strategy Foundation (15)

Required Courses (9)

- MKTG 603 - Marketing Research and Analysis Credits: 3
- ~~MKTG 654 - Marketing Management Credits: 3~~
- **MKTG 662 - Artificial Intelligence in Digital Marketing Credits: 3**
- MKTG 670 - Digital Marketing Strategy Credits: 3

Two of the following (6)

- MKTG 626 - Brand Strategy Credits: 3
- ↓
- MKTG 650 - Selling for Managers Credits: 3
- **MKTG 654 - Marketing Management Credits: 3**
- MKTG 655 - Promotional Strategy Credits: 3
- ↓
- MKTG 664 - New Product and Service Innovation Credits: 3

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*Rationale: These changes will propel our program to be a differentiator in the marketplace. We will be the first amongst our competition to introduce artificial intelligence (AI) as a required course in our program. The artificial intelligence course has been added to enhance our specialized master's program in digital marketing. This will expand the tools and skills needed in the rapidly changing digital marketing landscape. MKTG 654 will continue to be an elective course in the program.*

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**Department of Operations Management and Information Systems**

Other catalog change **CBUSGR21.22.06.09**

2021-2022 Online Graduate Catalog [LINK](#)

**Master of Science in Data Analytics**

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**Learning Outcomes**

**Master of Science in Data Analytics Program Goals **Competencies** and Learning Objectives**

Graduates from the NIU Department of Operations Management and Information Systems' Master of Science in Data Analytics program will fulfill the following program goals **competencies** and learning objectives.

1. Data-Driven Decision-Making: to provide the student with the knowledge to make business decisions based on insights derived from data.

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2. Data Analytics Lifecycle: to provide the student with the skills to complete data analytics projects.

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3. Communication: To provide the student with the ability to communicate the results of a data analysis.

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***Rationale:** The Association to Advance Collegiate Schools of Business (AACSB), our accrediting agency, has updated their assessment language from goals to competencies. This catalog change aligns with our accrediting body change.*

Other catalog change **CBUSGR21.22.06.10**

2021-2022 Online Graduate Catalog [LINK](#)

**Master of Science in Management Information Systems**

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**Master of Science in Management Information Systems Program Goals **Competencies** and Learning Objectives**

Graduates of the Master of Science in Management Information Systems program are expected to achieve the following program goals **competencies** and learning objectives.

Program Core Goals **Competencies** and Learning Objectives

1. Technology: To provide the student with the knowledge to apply information technology effectively.

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2. Information Technology Strategy and Management: To prepare the student to make business driven decisions relating to the management of information technology.

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3. Critical Thinking and Analysis: To provide the student with tools and techniques to understand unstructured business issues in the information technology domain.

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Program Specialization Goals **Competencies** and Learning Objectives

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4. Business Analytics: To provide the student with the knowledge to analyze business data.

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5. SAP and Business Enterprise Computing: To provide the student with the knowledge to develop and implement enterprise-wide information technology solutions.

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*Rationale: The Association to Advance Collegiate Schools of Business (AACSB), our accrediting agency, has updated their assessment language from goals to competencies. This catalog change aligns with our accrediting body change.*

## **COLLEGE OF EDUCATION**

### **Educational Technology, Research and Assessment**

New Course: 2021-2022 **CEDU21.22.08.18**

**CIP Code: 13.0603**

#### **ETR 555 – TECHNOLOGY-ENHANCED ASSESSMENT**

Application of computer-based technology to classroom and large-scale assessment processes, including assessment design, delivery, and scoring. Examines innovative assessment item/task types; computer-adaptive testing; and reliability, validity, and fairness issues in technology-enhanced assessment.

#### **Prerequisites & Notes**

**PRQ: Consent of department**

**Credits: 3**

#### **RATIONALE:**

This course will be offered as an assessment course for Instructional Technology students in ETRA. It is primarily designed for the Technology Specialist advanced endorsement to address the ISTE standards regarding technology-enhanced assessment. Students in the Educational Research and Evaluation program may take the course as an elective as well as other graduate students in the COE or at NIU.

#### **DUPLICATION OF CONTENT:**

This is a program-specific course for inclusion as part of the Instructional Technology Specialist advanced endorsement in ETRA. However, we submitted non-duplication requests to C&I and SEED and both confirmed this course is non-duplicative.

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**Kinesiology and Physical Education**

New Course: 2021-2022 **CEDU21.22.08.19**

**KNPE 511 – Sport for Development and Social Change**

**CIP Code: 31.0508**

**COURSE DESCRIPTION TO BE USED IN CATALOG:**

Practical and theoretical applications within the discipline of sport for development and social change. Examinations into local, national, and international sport for development and social change projects and programs that foster intercultural awareness and facilitation skills.

**Credits: 3**

**RATIONALE:**

Sport for development and social change is a primary line of inquiry within the Department of Kinesiology and Physical Education. Additionally, it is an up-and-coming area of interest within the sport management and pedagogy landscape. Additionally, the proposed course will serve as the centerpiece for a newly proposed minor in this area and aligns well with the recently established presidential goal of transdisciplinary work in social change.

**DUPLICATION OF CONTENT:**

Since this is a department-specific course, no duplication exists. However, see emails from other departments outside of KNPE which support the newly proposed minor.

New Course: 2021-2022 **CEDU21.22.08.20**

**KNAT 560 – Professional Preparation in Athletic Training**

**CIP Code: 51.0913**

**COURSE DESCRIPTION TO BE USED IN CATALOG:**

Prepare students for the Board of Certification (BOC) examination and to seek credentialing and employment upon graduation.

**Prerequisites & Notes**

**PRQ: KNAT 553 or consent of department.**

**Credits: 1**

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**RATIONALE:** There is a need for specific, individualized professional preparation of the students as they work towards successful completion of the CAATE standards and competencies, as well as, BOC preparation. CAATE standards dictate that athletic training programs must have a first time pass rate of 70% or higher. This specific course will help with BOC preparation and assist in maintaining compliance with the pass rate standard. Additional components of this course include modules to help students navigate credentialing, state licensure, and employment opportunities. This course (or similar course) is offered at most peer institutions within their Athletic Training Master's Program.

**DUPLICATION OF CONTENT:** This is a program-specific course for the proposed Master of Science in Athletic Training degree. The content of this course focuses on the CAATE required athletic training knowledge, skills, and attitudes and no other departments at NIU provide such programming or instruction to address the CAATE requirements and BOC examination preparation.

Other Catalog Change: 2021-2022 **CEDU21.22.08.22**

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

**DESCRIPTION:**

[LINK](#)

Program Requirements:

KNAT 500 - Principles of Athletic Injury and Illness Management and Emergency Care Credits: 3

KNAT 501 - Foundations of Athletic Training Credits: 3

KNAT 502 - Clinical Physical Examination and Diagnosis in Athletic Training I Credits: 3

KNAT 503 - Clinical Physical Examination and Diagnosis Lab I Credits: 3

KNAT 504 - Clinical Physical Examination and Diagnosis in Athletic Training II Credits: 3

KNAT 505 - Clinical Physical Examination and Diagnosis Lab II Credits: 3

KNAT 515 - Special Topics and Culminating Experience in Athletic Training Credits: 3

KNAT 519 - Athletic Training Clinical Administration Credits: 3

KNAT 520 - Integrated Therapeutic Interventions in Athletic Training I Credits: 3

KNAT 521 - Integrated Therapeutic Interventions in Athletic Training Lab I Credits: 3

KNAT 522 - Integrated Therapeutic Interventions in Athletic Training II Credits: 3

KNAT 523 - Integrated Therapeutic Interventions in Athletic Training Lab II Credits: 3

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KNAT 550 - Research Methods and Evidence Based Practice in Athletic Training  
Credits: 3

OR other graduate-level course in research methods and evidence based practice  
with approval of graduate program adviser

KNAT 551 - Athletic Training Clinical Experience I Credits: 3

KNAT 552 - Athletic Training Clinical Experience II Credits: 3

KNAT 553 - Immersive Athletic Training Clinical Experience I Credits: 4

KNAT 556 - Immersive Athletic Training Clinical Experience II Credits: 4

**KNAT 560 – Professional Preparation in Athletic Training Credits: 1**

KNAT 650 - Directed Research and Applied Evidence Based Practice in Athletic  
Training Credits: 3

**RATIONALE:**

Additional course (KNAT 560) was added to the curriculum to further enhance the curriculum of this degree and to ensure a pathway to successful completion of the BOC examination.

**Leadership, Educational Psychology and Foundations**

New Courses: 2021-2022 **CEDU21.22.08.23**

**EPFE 714 – Ethical Approaches to Problems of Practice in Educational Leadership**

**CIP Code: 13.0901**

**Application of historical and contemporary approaches to moral and ethical reasoning to problems of practice in educational leadership. May be repeated to a maximum of 9 semester hours when topic varies.**

**Credits: 3**

**REASON FOR OFFERING THE COURSE:**

This course is designed for candidates pursuing the Ed.D. In Educational Leadership and Policy Studies to develop and extend their knowledge of ethical approaches to educational problems of practice. This is consistent with the redesigning of our Ed.D. program in order to better support our students successfully completing their dissertations of practice.

**OTHER DEPARTMENTS I HAVE CHECKED TO AVOID DUPLICATION OF CONTENTS:** None. This is a program-specific course for inclusion as part of the Ed.D.



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in Educational Leadership & Policy Studies. No other Departments at NIU provide such programming.

New Courses: 2021-2022 **CEDU21.22.08.24**

**LEEA 791 – Systematic Inquiry into Educational Problems of Practice**

**CIP Code: 13.0401**

**Provides students with a clear model and process for scholarly inquiry into a complex problem of practice.**

**Credit: 2**

**Rationale:**

This course is designed for candidates pursuing the Ed.D. In Educational Leadership and Policy Studies to build the foundational knowledge related to identifying complex problems of practice and systematic approaches to investigating these. This is consistent with the redesigning of our Ed.D. program in order to better support our students successfully completing their dissertations of practice.

**OTHER DEPARTMENTS I HAVE CHECKED TO AVOID DUPLICATION OF CONTENTS:** None. This is a program-specific course for inclusion as part of the Ed.D. in Educational Leadership & Policy Studies. No other Departments at NIU provide such programming.

New Courses: 2021-2022 **CEDU21.22.08.25**

**LEEA 792 – Introduction into Doctoral Studies: Becoming Scholarly Practitioners**

**CIP Code: 13.0401**

**This course is designed to provide systematic support as students begin their Educational Doctorate program. This course equips students with knowledge about the structures, processes, and requirements of the program, builds learning communities and introduces supports, and engages students in developing the identity of a scholarly practitioner.**

**Credits: 1**

**Rationale:**

This course is designed for candidates pursuing the Ed.D. In Educational Leadership and Policy Studies to orient students to their doctoral programs by building community

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within their cohort and develop a knowledge base about the structures and processes of the doctoral program. This is consistent with the redesigning of our Ed.D. program in order to better support our students successfully completing their dissertations of practice.

**OTHER DEPARTMENTS I HAVE CHECKED TO AVOID DUPLICATION OF CONTENTS:** None. This is a program-specific course for inclusion as part of the Ed.D. in Educational Leadership & Policy Studies. No other Departments at NIU provide such programming.

New Courses: 2021-2022 **CEDU21.22.08.26**

**LEEA 793 – Special Topics: Contemporary Approaches to Educational Problems of Practices**

**CIP Code: 13.0401**

**CONTEMPORARY APPROACHES TO EDUCATIONAL PROBLEMS OF PRACTICE**

**Topics announced. May be repeated to a maximum of 9 semester hours when topic varies.**

**Credit: 3**

**Rationale:**

This course is designed for candidates pursuing the Ed.D. In Educational Leadership and Policy Studies to allow for students to engage with current theories, approaches, and practices in the field of educational leadership and administration that do not currently align with existing approved courses. This is consistent with the redesigning of our Ed.D. program in order to better support our students successfully completing their dissertations of practice.

**OTHER DEPARTMENTS I HAVE CHECKED TO AVOID DUPLICATION OF CONTENTS:** None. This is a program-specific course for inclusion as part of the Ed.D. in Educational Leadership & Policy Studies. No other Departments at NIU provide such programming.

New Courses: 2021-2022 **CEDU21.22.08.27**

**LEEA 794 – Creating Environments for Learning and Growth in Complex School Systems**

**CIP Code: 13.0401**

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Prepares students to lead educational change in complex systems using context-based theories of learning and growth for organizations and the people within them. Students will learn and apply theories and strategies that will prepare them to act in ways that shape and impact educational organizations and serve the interests of all members of society.

**Credits: 3**

**Rationale:**

This course is designed for candidates pursuing the Ed.D. In Educational Leadership and Policy Studies so students can engage with contemporary theories of learning and growth within organizational settings. This is consistent with the redesigning of our Ed.D. program in order to better support our students successfully completing their dissertations of practice.

**OTHER DEPARTMENTS I HAVE CHECKED TO AVOID DUPLICATION OF CONTENTS:** None. This is a program-specific course for inclusion as part of the Ed.D. in Educational Leadership & Policy Studies. No other Departments at NIU provide such programming.

New Courses: 2021-2022 **CEDU21.22.08.28**

**LEEA 795 – Advanced Doctoral Studies in Educational Leadership and Policy Studies**

**CIP Code: 13.0401**

This course is designed to provide systematic support as students transition into the dissertation completion phase of their program of studies. This course equips students with knowledge about the remainder of their doctoral pursuits, including providing information about NIU structures and supports for successful completion of the dissertation.

**Credit: 1**

**Rationale:**

This course is designed for candidates pursuing the Ed.D. In Educational Leadership and Policy Studies to support students who are finishing their doctoral coursework and preparing for their dissertations by equipping them with strategies and supports during this transition. This is consistent with the redesigning of our Ed.D. program in order to better support our students successfully completing their dissertations of practice.

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**OTHER DEPARTMENTS I HAVE CHECKED TO AVOID DUPLICATION OF CONTENTS:** None. This is a program-specific course for inclusion as part of the Ed.D. in Educational Leadership & Policy Studies. No other Departments at NIU provide such programming.

New Courses: 2021-2022 **CEDU21.22.08.29**

**LEEA 796 – Advanced Planning for Improvement in Education Systems**

**CIP Code: 13.0401**

This course prepares students to identify approaches to mitigate or resolve complex problems of practice in educational settings and develop improvement plans to implement, measure, and learn from actions taken. Attention is given to identifying relevant sources of evidence (e.g. empirical and theoretical research, local data) needed to understand if and how improvement plans impact education systems, focusing particularly on issues of equity and social justice.

**Credits: 3**

**Rational:**

This course is designed for candidates pursuing the Ed.D. In Educational Leadership and Policy Studies to allow students to develop their dissertation proposal which addresses a complex problem of practice within the framework of improvement science. This is consistent with the redesigning of our Ed.D. program in order to better support our students successfully completing their dissertations of practice.

**OTHER DEPARTMENTS I HAVE CHECKED TO AVOID DUPLICATION OF CONTENTS:** None. This is a program-specific course for inclusion as part of the Ed.D. in Educational Leadership & Policy Studies. No other Departments at NIU provide such programming.

Other Catalog Change: 2021-2022 **CEDU21.22.08.31**

**Educational Specialist in Educational Administration Link**

**DESCRIPTION:**

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**Requirements**

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The Ed.S. in educational administration requires 30 semester hours, which includes a total of 24 credit hours of course work (eight courses to be completed online or when offered, in person) and a 6-credit-hour internship that provides for a yearlong district leader preparation experience.

**RATIONALE:**

The shift to offer courses in the Superintendent Preparation program remotely helps the program area respond to student need as well as a growing programmatic demand. The change will also enable us to grow our program outside the Northern Illinois region and thus diversify our student body population. Further, the transition to remote learning will assist in the development of an emergent pipeline of students via the M.S.Ed. in School Business Management program.

Faculty in the LEEA program area unanimously voted in support of this change. Sam Fogelman, Illinois State Board of Education representative, confirmed in email correspondence that, “The program change was approved by the SEPLB (State Educator Preparation and Licensure Board) as part of their Consent Agenda at the June 4<sup>th</sup> (2021) meeting.” Documentation can be provided if needed. This confirmation has been forwarded to the Graduate School as well as the NIU Office of Educator Licensure.

**Kinesiology and Physical Education**

Other Catalog Change: 2021-2022 **CEDU21.22.09.07**

**K-12 Licensure in Physical Education LINK**

**Deficiencies in Undergraduate Work**

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

BIOS 311 - Functional Human Anatomy Credits: 4

OR BIOS 357 - Human Anatomy and Physiology Credits: 5

KNPE 235 - Fundamental Sport Skills Credits: 3

KNPE 313 - Mechanical Kinesiology of Motor Skills Credits: 3

OR KNPE 314 - Applied Kinesiology Credits: 4

**KNPE 335 - Developmental Skill-Based Approach to Teaching Credits: 3**

**Physical Education Professional Course Requirements**

KNDN 351 - Multicultural Dance Credits: 3

**KNPE 364 - Fitness Education Methods for K-12 Students Credits: 3**

KNPE 365 - Introduction to Adventure Education Credits: 3

KNPE 368 - Sport Education Credits: 3

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

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KNPE 545 - Assessment in Kinesiology and Physical Education Credits: 3  
KNPE 557 - Applied Physiology of Exercise Credits: 4  
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 590 - Physical Education for Individuals with Physical and Sensory Disorders Credits: 3**  
**KNPE 591 - Assessment and Program Planning in Adapted Physical Education 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

**RATIONALE:**

Addition of required coursework for Educator Licensure in P-12 Physical Education. Added courses reflect updated alignment and parallel coursework to undergraduate licensure path and supports students seeking Initial Licensure at the graduate level who are also pursuing the graduate degree.

**Leadership, Educational Psychology and Foundations**

Course Revision: 2021-2022 **CEDU21.22.09.09**

**EPFE 557 **747** Sociology of Urban Education [LINK](#)**

**DESCRIPTION:** SOCIOLOGY OF URBAN EDUCATION (3). Sociological analysis of urban schooling and reform; political, economic, and social forces influencing urban education; culture and climate of urban schools; urban community-school relationships.

**RATIONALE:** Changing the course number from 500-level to 700-level so it can be offered to doctoral students for doctoral credit. The 500-level course designation was a holdover from before the College of Education raised the course-number designations for doctoral-level work. The 500-level course also previously supported our Foundations of Education Master's program. Now that the program no longer exists, we believe the course could contribute to more advance doctoral programs of study both within and outside of the College of Education.

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The LEPF department received non-duplication approval from the Department of Sociology when the course was initially developed. The Department of Sociology does not offer a graduate-level sociology of education course.

**COLLEGE OF ENGINEERING AND ENGINEERING TECHNOLOGY**

**Industrial and Systems Engineering**

New Course:                    2021-2022 Catalog    **CEET21.22.10.04**

**CIP CODE: 14.3501**

**ISYE 678: ENGINEERING CONVEX OPTIMIZATION**

**Theory and methods for convex optimization with applications in engineering and management. Software and computer programming techniques for solving convex optimization problems. Major topics include basics of convex analysis, second-order cone programming, semidefinite programming, computational methods, and applications.**

**PRQ: ISYE 671, or consent of the department.**

**Credits: 3**

Rationale:

Optimization-based technology has become one of the engines for emerging industries such as machine learning, revenue management, finance technology, bioinformatics, urban logistics, sharing economy and internet of things. The underlying optimization theory has been extensively developed in recent decades as a result of the growing complexity of the new, rapidly changing problems in these industries. Industrial engineers and operations research professionals have greatly contributed to tackling such challenging problems with efficient algorithms, robust modeling techniques and theoretical development. Among various state-of-the-art optimization methodologies, convex optimization has proven to be mathematically rigorous, computationally efficient and practically scalable. It provides a powerful framework for converting complex decision-making problems into tractable optimization models. Computer solvers for convex optimization are highly mature and widely used in research and practice.

Existing ISYE courses cover classic and fundamental optimization methods. Adding convex optimization to the curriculum will further equip ISYE students with modern optimization tools for successfully solving a large class of complex decision-making problems. This course will also provide ISYE doctoral students with necessary training for conducting impactful and successful research in operations research and related fields.

(This is in line with best practices at other institutions such as..... )

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**Prerequisite.** The prerequisite for the course is ISYE 671. ISYE 671 provides the basic foundations and theory for optimization and operations research. This course introduces advanced optimization methodology with recent development in research and practice.

**Duplication.** The department has consulted with OMIS, MATH and CSCI departments.

OMIS department has no concerns, although they indicate that there is potential slight overlap with OMIS 628 (MSDA 628X) Supply Chain Business Analytics and OMIS 665/MSDA 665X Big Data Analytics for Business. These two courses focus on classic optimization methodology and big data techniques for supply chain problems and business scenarios. The overlapping content is highly limited. ISYE 678 emphasizes advanced optimization and its engineering applications. We have obtained letters from the OMIS department to support these claims.

MATH department expresses concerns of overlap with MATH 668 Nonlinear Programming. However, instead of investing heavily in mathematical theory and analysis of algorithms, ISYE 678 emphasizes the modeling techniques in engineering applications and the skill of using computer solvers for such problems. The overlapping content is limited to the basic concepts. ISYE 678 provides students with the ability of recognizing convex optimization problems in engineering environments and solving them in various computer software for implementable engineering decision-making.

We have reached out to CSCI department and are awaiting their response.

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

The course will be available as a graduate level elective for all departments within the College of Engineering and Engineering Technology and other colleges. The material of this course enriches the models and methods applicable to quality control (ISYE 530 and 630), data analytics (ISYE 570 and 670) and scheduling (ISYE 574).

New Course:                    2021-22 Catalog                    **CEET21.22.10.05**

**CIP CODE: 14.3501**

**ISYE 591: HUMAN SENSIBILITY ERGONOMICS**

**Systematically understanding human sensibility through an engineering approach. Learning various research methods (linguistic and physiological measures) on human emotions and how such information affects product design and development. Understanding the practical application cases such as clothing, automobiles, and fragrance industries. Major topics include: human sensibility ergonomics, research methods, product design and development, and applications.**

**PRQ: ISYE 335 or STAT 300, or consent of department.**

**Credits: 3**



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Reasons for offering the course:

We are living in the era of the 4th industrial revolution represented by Big Data, IoT, cloud, and AI. As we approach the era of commercialization of artificial intelligence robots, many people are afraid that their jobs may be replaced by robots. The field that needs to be more focused during this time is Human Sensibility Ergonomics. Although artificial intelligence robots may outperform humans in computational and physical abilities, they still have not surpassed humans in expressing emotions by feeling like humans. This is because the unique concept of human being called self-consciousness is not yet clearly defined, and there is a limit to transforming it into an algorithm through deep learning.

Human Sensibility Ergonomics is a fusion of various fields such as psychology, ergonomics, clothing science, design science, and content science. Through this class, students can learn the following items:

- Learn about psychological and engineering methods to understand emotions.
- Learn how research on emotions started and the spread and future of emotional science.
- Understand how to measure human expression through language to study emotions.
- Learn how to study emotions while analyzing the physiological responses of human.
- Examine how emotions can be applied to product development.
- Understand emotional quality and examine the relationship between users' emotions and product satisfaction.
- Examine how emotion is applied to designing clothing.
- Understand user experience (UX) and examine its connection with emotion.
- Examine the emotional satisfaction required for automobiles.
- Discuss olfactory sensitivity and evaluation methods.

The prerequisite for the course is ISYE 335. ISYE 335 provides the basic foundations of the probability and statistics for engineers.

The department has reached out to Kinesiology, Physical Therapy, and Psychology departments. They responded and said there was no major overlap between their courses and the proposed course. The department has reached out to Engineering Technology and is still waiting their response.

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

The course will be available as a graduate level elective for all departments within the College of Engineering and Engineering Technology and other colleges.

New Course:                      2021-22 Catalog                      **CEET21.22.10.07**

**CIP CODE: 14.3501**

**ISYE 556. Digital Manufacturing and Industrial Automation**

**A broad introduction to the key concepts, technologies, and methodologies in digital manufacturing and their applications in industrial automation. Major topics include:**

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transducers, control programming, CAD/CAM, additive manufacturing, and rapid manufacturing.

PRQ: ISYE 350 or consent of department.

Credits: 3

Rationale:

The manufacturing industry is evolving towards digital manufacturing right now, and will complete the evolution within several decades. Digital manufacturing in many ways is deemed as the fourth industrial revolution, and will create many new opportunities. There are many aspects of digital manufacturing that are briefly covered in different courses from ISYE, ME, ELE, and TECH department. However, there is no such course that really synthesizes all the domains of digital manufacturing and offer a comprehensive course for our students to understand, learn, use, and create digital manufacturing solutions.

The prerequisite for this course is ISYE 350 and CSCI 240. ISYE 350 provides the foundational manufacturing knowledge. CSCI 240 provides the students basic programming knowledge so they can better understand how data are collected by sensor and used in control logic.

The department has consulted with the Engineering Technology department and is waiting their response.

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

The course will be available as a technical elective for all departments within the College of Engineering and Engineering Technology and other colleges.

## **COLLEGE OF HEALTH AND HUMAN SCIENCES**

### **SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS**

New Course **Catalog:** [LINK](#) Graduate Catalog **CHHS21.22.10.06**

CIP CODE: 51.0202

AUD 626. Psychoacoustics

Principles, methods and application of psychoacoustics as related to normal and impaired perception of sounds with different physical properties.

PRQ: AUD 625 with B- or higher, or the consent of the department

Credits: 1

**RATIONALE:**

Previously, psychoacoustics was combined with AUD 625 Acoustics and Psychoacoustics (3) and taught in the first semester of a lock-step Au.D. program. As many students do

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not have a background in Communicative Disorders, it is difficult for them to grasp the concepts of psychoacoustics which is fundamental to the practice of audiology, because it links the physical components of sound to the psychology of perception, which is the key aspect of hearing. Students need to understand the acoustics of sound which is presented in AUD 625 prior to taking psychoacoustics AUD 626. The credit hour load for acoustics and psychoacoustics will not change as AUD 625 acoustics and psychoacoustics was 3 credits and it is changing to AUD 625 acoustics (2 credits) and AUD 626 psychoacoustics (1 credit)

Course Revision **Catalog:** [LINK](#) Graduate Catalog **CHHS21.22.10.07**

AUD 798 ~~Au.D. Research~~ **Evidence Based Practice**

~~May be repeated to a maximum of 9 semester hours.~~ **Exploration into the principles and concepts of evidence-based practice in audiology. Systematic review of basic issues and concepts in research in terms of applicability to evidence-based practice.**

PRQ: **AUD 700**; Admission to the Au.D. program and consent of school.

Credits: 1-3 **1**

RATIONALE:

The title and description are being modified to increase clarity of course content. Previously, this course did not have a course description.

AUD 700 Research Seminar provides foundational information regarding research methodology and is necessary for success in AUD 798: Evidence Based Practice.

Previously, AUD students were required to complete a publishable paper upon graduation. NIU's requirement was more extensive than other clinical audiology programs across the nation. We are changing our requirements to be in line with other clinical doctorates where students are not required to complete the publishable capstone project. Students will build on content they acquired in AUD 700 which will result in a systematic review in AUD 798. Therefore, we are reducing the credit to 1 credit.

Students complete a comprehensive examination in their third year, that includes both didactic and clinical content, which satisfies the requirements of NIU's graduate school.

\*Coding needs to change because students can no longer repeat this option\*

**SCHOOL OF FAMILY AND CONSUMER SCIENCES**

Other Catalog Change **Catalog:** [LINK](#) Graduate Catalog **CHHS21.22.10.08**

Certificates of Graduate Study

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Gerontology (18)

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Additional Requirements (9)

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EPS 710 - Seminar in Lifespan Human Development Credits: 3

GERO 518 - Social Policy and Advocacy in Aging Credits: 3

GERO 542 - Gerontology: Community Services Credits: 3

GERO 566 - Topics in Gerontology Credits: 3

**RATIONALE:**

These new, approved courses are being added as options for the Certificate of Graduate Study in Gerontology. Course content reflects additional appropriate choices for those wishing to pursue this certificate.

Other Catalog Change    **Catalog:** [LINK](#)    Graduate Catalog    [CHHS21.22.10.09](#)

Master of Science in Applied Human Development and Family Sciences

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Admission

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Since admission/enrollment in the major is limited, declared majors in the applied human development and family sciences program have priority for course enrollment. In such cases, students-at-large may not be allowed to enroll in some courses, or may be dropped from courses in the school within the graduate student drop period.

**Accelerated B.S./M.S. Program in Applied Human Development and Family Sciences**

**Admission**

The accelerated sequence leads to a B.S. in Human Development and Family Sciences (HDFS) and the M.S. degree in Applied Human Development and Family Sciences (AHDFS). Students who want to complete this program must meet with the advisor for Human Development and Family Sciences – Family Relations, Prevention, and Wellness (HDFS-FRPW) to declare as a major who will complete the 3+2 program. This program is open to all undergraduates who major in HDFS-FRPW in the School of Family and Consumer Sciences (FACS) and will have completed at least 90 credit hours of undergraduate course work, including all requirements for the Human Development and Family Sciences B.S. degree, as well as all general education requirements, with a minimum GPA of 3.00. Students who have met these standards in their B.S. degree in HDFS are eligible to apply for admission to NIU's Applied Human Development and Family Sciences program. All application requirements listed on the [AHDFS Program](#) and [NIU Graduate School website](#) must be met by the specified deadlines.

**Curriculum**

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Students must complete all the requirements of FRPW major of the Human Development and Family Sciences B.S. degree as well as all general education requirements prior to beginning the AHDFS program. Students accepted into the Applied Human Development and Family Sciences program will follow the course sequence for the AHDFS program during the fall semester of their senior year. Up to 12 credit hours of FRPW coursework will count toward the AHDFS program. The final year of the FRPW program will follow the standard AHDFS timetable.

**RATIONALE:**

The 3+2 program provides an accelerated pathway for high-achieving FRPW students. The five-year integrated coursework will lead to both an undergraduate B.S. degree in HDFS and a M.S. degree in AHDFS. Consequently, for students who are academically ready, this pathway allows students to save one year and complete both degrees. The FRPW emphasis provides a solid foundation for students who had a desire to pursue an advanced degree in HDFS.

Via email from A. Ern the GPA will be changed from 3.25 to 3.0 with the new rationale below.

I just heard back from FACS about this proposal. They would like to drop the GPA down to 3.0.

Rationale for change to GPA:

“After discussing this with my colleagues we would like to lower the minimum GPA to 3.0 to be consistent with most of the other accelerated degree programs at NIU.”

## **COLLEGE OF HEALTH AND HUMAN SCIENCES**

### **SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS**

Other Catalog Change    **Catalog: LINK**    Graduate Catalog    **CHHS21.22.11.01**

Admission:

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To be assured consideration for admission to the Doctor of Audiology (Au.D.) program, prospective students must submit all required documentation to Communication Sciences and Disorders Centralized Application Service (CSDCAS) and the Graduate School portals no later than January 15 for fall **summer** admission. Interested students should view the [CSDCAS](#) and [Au.D. admission](#) websites.

~~Admission to the Doctor of Audiology degree program is for full-time, on-campus study starting in the fall. An applicant for admission is generally expected to meet or exceed the following requirements:~~

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- A minimum 3.40 GPA (on a 4.00 scale) in all undergraduate course work.
- Competitive scores on the GRE General Test.
- Completion of all pre-requisite coursework with a minimum 3.00 GPA prior to matriculation.
- The Statement of Purpose is an integral part of the application. Students should address their personal and professional goals.
- Three (3) letters of recommendation from professors, clinical supervisors, or employers providing evidence of an applicant's professional qualifications and ability to successfully complete doctoral work. At least two letters should be from persons in a position to write analytically about the applicant's academic qualifications to pursue graduate studies, and/or professional practice in audiology.

Decisions regarding admissions are made by the program's admission committee on the basis of a total profile of an applicant's qualifications. Specific course work requirements for admission are generally those necessary for successful completion of the baccalaureate degree in communicative disorders with an emphasis in audiology. Note that applicants with degrees in disciplines other than communicative disorders are welcome to apply for admission to the Au.D. program. Applicants who lack key undergraduate course work may need to enroll in courses that will provide the fundamental knowledge needed to succeed in the program prior to admission, which will be determined on an individual basis.

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Program Requirements

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Students must complete a minimum of 109 93-95 semester hours from the following.

- ~~COUN 525 – Counseling Skills and Strategies~~ Credits: 3
- ~~OR REHB 605X – Counseling Skills and Strategies~~ Credits: 3
- ~~AUD 606 - Noise and Its Effects on Humans~~ ~~Hearing Conservation~~ Credits: 3
- ~~AUD 612A - Professional Issues I: Foundations of Practice~~ ~~Ethics and Professional Issues~~ Credits: 2
- ~~AUD 612B – Professional Issues II: Practice Management~~ Credits: 3
- ~~AUD 620 - Instrumentation in Audiology~~ Credits: 1
- ~~AUD 624 – Psychoacoustics~~ Credits: 1
- ~~AUD 625 - Acoustics and Psychoacoustics~~ Credits: 3 2
- ~~AUD 626 – Vestibular Anatomy, Physiology, and Disorders~~ Credits: 2
- ~~AUD 627 - Anatomy and Physiology of the Ear~~ Credits: 3
- ~~AUD 629 - Amplification I~~ ~~Essentials of Amplification~~ Credits: 4
- ~~AUD 630 - Auditory and Tinnitus Rehabilitation~~ ~~Counseling and Audiological Rehabilitation~~ Credits: 4 3
- ~~AUD632 – Tinnitus and Sound Sensitivity~~ Credits: 3
- ~~AUD 675 - Pediatric Audiology Treatment and Case Management~~ Credits: 3 2
- ~~AUD 677 - Adult Audiological Assessment~~ Credits: 4
- ~~AUD 678 - Pediatric Audiological Assessment~~ Credits: 3
- ~~AUD 679 - Electrophysiologic Assessment of the Auditory System~~ Credits: 4
- ~~AUD 680 - Introduction to the Evaluation and Treatment of Balance Disorders~~ ~~Fundamentals of Balance~~ Credits: 3 4
- ~~AUD 681 – Advanced Evaluation and Treatment of Balance Disorders~~ Credits: 3
- ~~AUD 683 - Clinical Observation in Audiology~~ Credits: 1

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- ~~AUD 684 - Introduction to Clerkship in Audiology~~ **Clinical Foundations** Credits: 1
- ~~AUD 685 - Clinical Clerkship in Audiology~~ **Clinical Practicum** Credits: 1  
Students must take 3 semester hours in this course.
- ~~AUD 686 - Clinical Internship in Audiology~~ Credits: 1  
Students must take 2 semester hours in this course.
- ~~AUD 692 - External Rotation in Audiology~~ **Offsite Rotations** Credits: 1-4  
Students must take 2 4 semester hours in this course.
- ~~AUD 693 - Externship in Audiology~~ Credits: 3-9  
Students must take 21 semester hours in this course.
- ~~AUD 700 - Research Seminar~~ Credits: 3
- ~~OR ETR 520 - Introduction to Research Methods in Education~~ Credits: 3
- ~~AUD 727 - Auditory and Vestibular Pathology~~ **Auditory Pathologies** Credits: 3
- ~~AUD 729 - Amplification II~~ **Signal Processing Strategies** Credits: 3 4
- ~~AUD 730 - Advanced Topics in Audiology~~ **Global and Humanitarian Audiology** Credits: 3 2 **(ELECTIVE)**
- ~~AUD 775 - Cochlear Implants~~ Credits: 3
- ~~AUD 779 - Advanced Electrophysiologic Assessment of the Auditory System~~ **Advanced Electrophysiologic Assessment of the Auditory and Vestibular Systems** Credits: 4 **(ELECTIVE)**
- ~~AUD 780 - Medical Audiology~~ Credits: 3
- ~~AUD 798 - Au.D. Research~~ **Evidence Based Practice** Credits: 1-3 1
- ~~Statistics (3-4)~~ **PHHE 605: Biostatistics in Public Health** Credits: 3
- Graduate-level elective subject to approval by program (3)

**RATIONALE:**

The change from a four-year program to a three-year + summer start program will allow the Audiology department to become more competitive across the nation. Prospective students consider overall cost of their education and graduating in 3 years + summer is more attractive than 4 years. This transition to a three-year program will increase incoming admissions, decrease cost to the student and will still allow for the same excellent academic and clinical training.

The current number of programs in Audiology across the country is 75 of which 4 programs currently are 3-year programs. The audiology program at NIU is a very successful and solid program with all graduates becoming employed in the field immediately after graduation. The curriculum revisions will be an additional positive factor in recruiting students to NIU.

The course curriculum now better reflects the changes in allied health in areas such as Diversity, Equity, and Inclusion, Public Health, and Tinnitus. Additionally, the students will have an elective to choose from in the advanced area of electrophysiology/balance or humanitarianism.

Directing the applicants to the website for admission information will provide them with the most accurate information.

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Contact with other departments: (if adding required courses from other departments):  
The PHHE 605 (Biostatistics in Public Health) class has been added after contact with the department to allow for integration of our students into the course.

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

Other Catalog Change      **CLAS21.22.06.19**      Graduate Catalog [LINK](#)

**Admission to Graduate Study**

**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 Arts, Communicative Disorders (exempt)
- **Master of Arts, English (exempt)**
- Master of Arts, Political Science (exempt)  
↓
- Ed.D. in Higher Education (exempt)
- **Ph.D. in English (exempt)**
- Ph.D. in Geography (exempt)  
↓
- Ph.D. in Political Science (exempt)

Rationale: The department recently revised its admissions criteria, including exempting the GRE requirement, in summer of 2021. This change was approved by the full department and changed on the Graduate School admissions and departmental webpages. It was acknowledged by Graduate School dean and admissions. We now need to change the language in the catalogue itself to note the GRE exemption.

Other Catalog Change      Graduate Catalog [LINK](#)      **CLAS21.22.06.20**

**Interdisciplinary Academic Centers and Courses**

**Interdisciplinary Academic Centers, Institutes, and Courses**

↓

**Center for Southeast Asian Studies**

Go to information for this department.

Display programs for this department.



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Display courses for this department.

**Center for the Study of Women, Gender and Sexuality**

Go to information for this department.

Display programs for this department.

Display courses for this department.

**Plant Molecular Biology Center**

Go to information for this department.

Display programs for this department.

Display courses for this department.

Rationale: Addition of the Center for the Study of Women, Gender, and Sexuality to the list of interdisciplinary academic centers.

Other Catalog Change

Graduate Catalog [LINK](#)

**CLAS21.22.06.21**

**Center for the Study of Women, Gender, and Sexuality**

Go to information for this department.

**Center for the Study of Women, Gender, and Sexuality (WGSS)**

**Acting Director: Jessica Reyman**

The Center offers three graduate certificate programs: Law and Women's and Gender Studies; Lesbian, Gay, Bisexual, and Transgender Studies; and Women's and Gender Studies. Grounded in social movements and reaching toward more just and equitable futures, the field of Women, Gender, and Sexuality Studies empowers students to become deeply informed agents of personal and collective transformation.

Display programs for this department.

**Certificates of Graduate Study**

- Law and Women's and Gender Studies (12)
- Lesbian, Gay, Bisexual, and Transgender Studies (12)
- Women's and Gender Studies (12)

Display courses for this department.

- WGSS 524 - Topics in Gender and STEM
- WGSS 530 - Special Topics in Women, Gender and Sexuality Studies
- WGSS 534 - Language and Gender
- WGSS 602 - Internship in Women, Gender, and Sexuality Studies

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- WGSS 605 - Feminist and Queer Theories
- WGSS 610 - Research Methods in Women, Gender, and Sexuality Studies
- WGSS 620 - Topics in Women, Gender, and Sexuality Studies
- WGSS 625X - Museums: Gender, Race, and Class
- WGSS 639 - Independent Study in Women, Gender, and Sexuality Studies

Rationale: This addition corrects an omission in the graduate catalog by adding the CSWGS to the list of certificate granting programs.

**Department of English**

Other Catalog Change      2021-22 Graduate Online Catalog [LINK](#)      **CLAS21.22.06.24**

**English**

**Graduate Faculty**



~~The Department of English offers graduate programs leading to degrees at both the master's and doctoral levels as well as a certificate of graduate study. Courses used to satisfy the requirements of the certificate may also be applied toward a graduate degree in English. Please visit the Department of English website for more information. The scores on the GRE General Test are required as admission credentials. Well-prepared students with baccalaureate degrees may begin work immediately to fulfill the requirements for the doctorate. ENGL 601, Bibliography and Methods of Research, ENGL 608, Research Methods in Linguistics, or ENGL 625, Methods of Research in Professional Writing, is required of all graduate students in English, and should be taken early in a student's program of studies. No more than 15 semester hours of transfer course work may be applied toward a graduate degree in English. No more than 15 semester hours of combined transfer course work and credit earned as a student at large may be applied toward a graduate degree in English without the consent of the director of graduate studies and the chair of the department.~~

**Advising**

~~Students are assigned a departmental adviser upon admission to a degree program and must consult their adviser before or during the first semester of course work to select courses and design a program of study to be filed with the Graduate School. After doctoral students decide on fields of study, they must select an adviser from one of their fields who must be approved by the department.~~

**Certificates of Graduate Study**

~~The Department of English offers two certificates of graduate study. Courses used to satisfy the requirements of the certificate may also be applied toward a graduate degree in English.~~

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Rationale: In correspondence to the updates outlined above as well as updates necessary from previous years' programmatic changes, the page overviewing the English program in the Graduate Catalog needs revising.

Other Catalog Change

2021-22 Graduate Online Catalog [LINK](#)

**CLAS21.22.06.25**

**Master of Arts in English**

↓

**Areas of Study**

**British and American Literature**

- ENGL 601 - Bibliography and Methods of Research Credits: 3
- ~~Course work in literature, with consent of adviser (3)~~
- Course work in nonliterature, with consent of ~~adviser~~ **advisor** (3)
- Electives chosen in consultation with ~~adviser~~ **advisor** (0-6)

At least one course from each of the following groups (~~9~~ **12**)

↓

**American Literature to 1900 (3)**

- ENGL 676 - American Literature to 1830 Credits: 3
- ↓
- ENGL 777 - Seminar: 19th Century American Literature Credits: 3

**Diverse Literatures (3)**

- ENGL 671 - Postcolonial Literatures in English Credits: 3
- ENGL 693 - Ethnic American Literature Credits: 3 A. African American Literature
- ENGL 693 - Ethnic American Literature Credits: 3 B. Native American Literature
- ENGL 693 - Ethnic American Literature Credits: 3 C. Latina/Latino American Literature
- ENGL 693 - Ethnic American Literature Credits: 3 D. Special Topics
- English topics course with approval of academic advisor (3)

At least two courses from each of the following groups (12)

↓

**Literature in English since 1900: British, American, and/or Postcolonial (6)**

- ENGL 665 - British Literature Since 1900 Credits: 3
- ↓
- ENGL 668 - 20th Century British Fiction Credits: 3
- ~~ENGL 671 - Postcolonial Literatures in English Credits: 3~~
- ENGL 681 - American Literature: 1910-1960 Credits: 3
- ↓
- ENGL 687 - 20th Century American Drama Credits: 3

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- ~~ENGL 603 - Ethnic American Literature Credits: 3 A. African American Literature~~
- ~~ENGL 603 - Ethnic American Literature Credits: 3 B. Native American Literature~~
- ~~ENGL 603 - Ethnic American Literature Credits: 3 C. Latina/Latino American Literature~~
- ~~ENGL 603 - Ethnic American Literature Credits: 3 D. Special Topics~~
- ENGL 765 - Seminar: 20th Century British Literature Credits: 3
- ENGL 783 - Seminar: 20th Century American Literature Credits: 3

**Education in English Language Arts**



- ENGL 601 - Bibliography and Methods of Research Credits: 3

Three of the following (9)

- ENGL 604 - Topics in Materials for the English Language Arts Classroom Credits: 3
- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
  - OR LTIC 520 - Methods and Materials for Teaching English as a Second Language Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3
  - OR LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms Credits: 3
- ENGL 646 - Theory and Research in Literature for English Language Arts Credits: 3
- ENGL 647 - Theory and Research in Written Composition for English Language Arts Credits: 3
- ENGL 648 - Materials and Methods of Teaching English Language Arts Credits: 3
- ENGL 697 - English Institute Credits: 1-6

~~Additional course work and~~ **Electives in Language, Rhetoric, and Literature (18-24)**

- ~~Course work in language, literature, and rhetoric chosen in consultation with the adviser, with at least two courses from literature, one course from linguistics, and one course from rhetoric (15-24)~~
- ~~Electives chosen in consultation with adviser (0-9)~~
- **In consultation with the advisor, the student should choose at least one course from linguistics, one from rhetoric (one semester of ENGL 600 may be used to satisfy the rhetoric requirement), and three from literature.**
- **Among the three literatures courses, the student is required to take one diverse literature course that provides significant exposure to, immersion in, and dialogue with historically marginalized subject positions from the following: ENGL 602D, ENGL 671, ENGL 693A, ENGL 693B, ENGL 693C, ENGL 693D, or any literature course or topics class designed to include**

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**substantial diversity content, with approval of advisor.**

**Film and Literature**

- ENGL 601 - Bibliography and Methods of Research Credits: 3
- ENGL 690 - Film and Literature Credits: 3
- ENGL 691 - Topics in Film and Literature Credits: 3

At least one course from the following

Literary Criticism and Theory, History of the Language, or Traditions of Rhetoric (3)

- ENGL 602 - Literary Theory and Criticism Credits: 3 A. History of Literary Theory  
↓
- ENGL 611 - History of the English Language Credits: 3
- ~~ENGL 612 - Old English Credits: 3~~
- ~~ENGL 613 - Middle English Credits: 3~~

At least one course from the following

British or American Literature to 1900 (3)

- ENGL 635 - Middle English Literature Credits: 3  
↓
- ENGL 679 - 19th Century American Novel Credits: 3
- ~~ENGL 736 - Seminar: Medieval Literature Credits: 3~~
- ~~ENGL 737 - Seminar: Chaucer Credits: 3~~
- ~~ENGL 738 - Seminar: 16th Century English Literature Credits: 3~~
- ~~ENGL 741 - Seminar: Shakespeare Credits: 3~~
- ~~ENGL 742 - Seminar: 17th Century English Literature Credits: 3~~
- ~~ENGL 744 - Seminar: Milton Credits: 3~~
- ~~ENGL 756 - Seminar: Restoration and 18th Century English Literature Credits: 3~~
- ~~ENGL 762 - Seminar: 19th Century British Literature Credits: 3~~
- ~~ENGL 764 - Seminar: British Literature, 1880-1920 Credits: 3~~
- ~~ENGL 776 - Seminar: American Literature to 1830 Credits: 3~~
- ~~ENGL 777 - Seminar: 19th Century American Literature Credits: 3~~

At least two courses from the following

British, American, and/or Postcolonial Literature since 1900 (6)

- ENGL 665 - British Literature Since 1900 Credits: 3  
↓
- ENGL 783 - Seminar: 20th Century American Literature Credits: 3

**At least one course from the following**

**Diverse Literatures (3)**

- ENGL 671 - Postcolonial Literatures in English Credits: 3
- ENGL 693 - Ethnic American Literature Credits: 3 A. African American

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**Literature**

- ENGL 693 - Ethnic American Literature Credits: 3 B. Native American Literature
- ENGL 693 - Ethnic American Literature Credits: 3 C. Latina/Latino American Literature
- ENGL 693 - Ethnic American Literature Credits: 3 D. Special Topics
- English course with approval of academic advisor (3)

Electives in literature (6 3)

Non-literature electives

These can include ~~include~~ courses in rhetoric, English education, or theory and criticism within the English Department. If taken outside the English Department, courses can include COMS 556, COMS 562, COMS 656, or other film-related electives with consent of adviser (6 3-9)

**Linguistics**

↓

At least one course from the following

- ENGL 606 - Morphology Credits: 3
  - ↓
  - ENGL 623 - Second Language Acquisition Credits: 3
    - OR LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms Credits: 3
    - OR FLAL 583 - Applied Linguistics and the Romance Languages Credits: 3
- ENGL 633 - Pragmatics and Discourse Credits: 3
- ENGL 634 - Linguistics and Literature Credits: 3
- ENGL 714 - Seminar: English Linguistics Credits: 3

Additional course work (12-18)

↓

**Literature and Rhetoric/Composition**

- ENGL 601 - Bibliography and Methods of Research Credits: 3
  - OR ENGL 625 - Methods of Research in Professional Writing Credits: 3
- ENGL 603 - Traditions in Written Rhetoric Credits: 3
- ENGL 610 - Rhetoric of Prose Composition Credits: 3

↓

**British Literature to 1660 (3)**

- ENGL 635 - Middle English Literature Credits: 3
  - ↓
  - ENGL 744 - Seminar: Milton Credits: 3

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**British Literature 1660-1900 or American Literature to 1900 (3)**

- ENGL 656 - Restoration and Early 18th Century Literature Credits: 3
- ↓
- ENGL 777 - Seminar: 19th Century American Literature Credits: 3

**Literature in English since 1900: British, American, and/or Postcolonial (3)**

- ENGL 665 - British Literature Since 1900 Credits: 3
- ↓
- ENGL 687 - 20th Century American Drama Credits: 3
- ~~ENGL 693 - Ethnic American Literature Credits: 3 A. African American Literature~~
- ~~ENGL 693 - Ethnic American Literature Credits: 3 B. Native American Literature~~
- ~~ENGL 693 - Ethnic American Literature Credits: 3 C. Latina/Latino American Literature~~
- ~~ENGL 693 - Ethnic American Literature Credits: 3 D. Special Topics~~
- ENGL 765 - Seminar: 20th Century British Literature Credits: 3
- ENGL 783 - Seminar: 20th Century American Literature Credits: 3

**Diverse Literatures (3)**

- ENGL 671 - Postcolonial Literatures in English Credits: 3
- ENGL 693 - Ethnic American Literature Credits: 3 A. African American Literature
- ENGL 693 - Ethnic American Literature Credits: 3 B. Native American Literature
- ENGL 693 - Ethnic American Literature Credits: 3 C. Latina/Latino American Literature
- ENGL 693 - Ethnic American Literature Credits: 3 D. Special Topics
- English course with approval of academic advisor (3)

~~Literature elective: 3 hours (if ENGL 601 is taken) or 6 hours (if ENGL 625 is taken)~~  
Electives (0-6)

**Literature and Rhetoric/Writing and Writing**

- ENGL 610 - Rhetoric of Prose Composition Credits: 3
- ENGL 625 - Methods of Research in Professional Writing Credits: 3

↓

Two of the following (6)

- ENGL 606 - Morphology Credits: 3
- ENGL 614 - Introduction to Linguistics Credits: 3
- ENGL 615 - Descriptive English Linguistics Credits: 3
- ENGL 618 - Syntax Credits: 3
- ENGL 620 - Semantics Credits: 3

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- ENGL 633 - Pragmatics and Discourse Credits: 3
  - ENGL 634 - Linguistics and Literature Credits: 3
- And
- Electives (3-9)

**Teaching English as a Second Language/TESOL**

Students are strongly encouraged to enroll in ENGL 615 and ENGL 622 or LTIC 520 in their first semester, if offered.

- ENGL 608 - Research Methods in Linguistics Credits: 3  
↓
- ENGL 622 - Theories and Methods of Teaching English to Speakers of Other Languages Credits: 3
  - OR LTIC 520 - Methods and Materials for Teaching English as a Second Language Credits: 3
- ENGL 623 - Second Language Acquisition Credits: 3
  - OR LTIC 545 - Applied Linguistics for Teachers in Multilingual Classrooms Credits: 3
  - OR FLAL 583 - Applied Linguistics and the Romance Languages Credits: 3
- Course work in anthropology, education, English, language, philosophy, rhetoric, and/or psychology, chosen in consultation with the adviser (12-18)

**Additional course work**

Course work in the department of English in linguistics, rhetoric, or literature. (3)

Course work in English, Education, Languages, Anthropology, Philosophy, or other related disciplines, chosen in consultation with the advisor, in correspondence with coursework accepted for the College of Education's Certificate of Teaching English as a Second Language and Bilingual Education. (9-15)

Rationale: Diverse Literatures Requirement (British/American Lit, Ed in English Lang Arts, Film/Lit, Lit and Rhet/Comp -- As an academic community, the Department of English is committed to redressing the historical marginalization of any group and all ongoing social inequities. To this end, we believe it is crucial that M.A. English students at NIU fulfill a diverse literatures requirement. As more universities and high schools are requiring diverse literatures in their curriculum, this change would speak to the professionalization of our graduate students. As our graduate program recruits from a diverse pool of potential students, having diverse literature and language classes regularly in our rotation would appeal to students wishing to study areas related to Black, Latinx, Native American, LGBTQ+, Jewish, and other marginalized communities.



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A question was posed by the GC Executive Committee to clarify this addition to some but not all of the specializations. The following response was received by the Director of Graduate Studies for the Department of English, Scott Balcerzak, via email on 01/04/2022:

As conveyed in my sent October document, the diverse literature area has been added to the following M.A. areas (see #2 of that document):

1. British and American Literature
2. Education in English Language Arts
3. Film and Literature
4. Literature and Rhetoric/Composition (which, in change #3, should be renamed *Literature and Rhetoric/Writing*. I think you might've made a mistake below, meaning Rhetoric and Writing).

Simply put, these are all M.A. areas in our department with *literature* as a central components. The other areas do not have required literature coursework. The ones we haven't proposed -- Writing and Rhetoric, Linguistics, and TESOL -- are writing and language studies. So, in simplest terms, they don't require literature courses, thus we cannot require *any* literature coursework, diverse or otherwise.

The department is revisiting those other three with a plan to cut one and revise for the 2023-4 catalogue, though establishing required diversity courses also means establishing new diverse language or writing-based coursework.

I realize this is a complicated series of proposed changes from English this time around, so I am happy to help clarify or double check anything for the committee. And, as you conveyed, I am on Graduate Council, so I am happy to answer any questions if they arise.

**Additional Allowed Courses in English Ed, TESOL, and Linguistics --** Due to faculty retirement, two courses once regularly taught in our department, ENGL 622: Theories and Methods of Teaching English to Speakers of Other Languages and ENGL 623: Second Language Acquisition, are no longer regularly taught. As these courses are mandatory for our TESOL MA and listed as significant potential coursework for the English Education and Linguistics MA degrees, the department wishes to formalize the acceptance of graduate coursework from other departments as substitutions.

**Renaming the Literature and Rhetoric/Comp:** The MA track once called Rhetoric and Composition was renamed Rhetoric and Writing a couple years back. This hybrid degree track, combining literary studies with rhetoric and writing, needs to be renamed to match this change.

**Impact Statement:** The Departments of Curriculum and Instruction and World Languages and Cultures were consulted with regard to the addition of their courses to the list of optional requirements. The departments have not identified any negative impact on course availability, enrollment, or teaching loads with these changes.

**ALL UNIVERSITY SECTION**

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Other Catalog Change                      2021-22 Graduate Online Catalog [LINK](#)  
**CLAS21.22.07.15**

**Admission to Graduate Study**

↓  
**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 Athletic Training (exempt)
- **Master of Science in Biological Sciences (exempt)**
- Master of Science in Data Analytics (see Graduate Management Admission Test below)  
↓
- Ed.D. in Higher Education (exempt)
- **Ph.D. in Biological Sciences (exempt)**
- Ph.D. in English (exempt)  
↓
- Ph.D. in Political Science (exempt)

Rationale: Following the national trend, we no longer require the GRE. Numerous studies have shown that the GRE negatively impacts groups that are underrepresented in science careers.

**Department of Anthropology**

New Course                                      2021-22 Graduate Online Catalog [LINK](#)  
**CLAS21.22.07.16**

**CIP Code: 45.0204                      Course Component: LEC**

**ANTH 503 - Africas in the Americas**

**Impacting both North and South America, the transatlantic slave trade is one of the most significant violent forced migrations in world history. Highlighting the diversity of the African continent; why it's called "Africas" in the plural; and slavery's taken-for-granted cultural imprint on the American hemisphere: music, language, art, food, and community organizing. Focus on the generative aspects of culture creation.**

**Credits: 3**

Rationale: Despite the fact that NIU has an increasingly diverse student body, incidences of hate speech continue. Given the large attendance at the Town Hall forums offered by the office of Academic Diversity, Equity, and Inclusion (ADEI) in the fall, following the country's reckoning

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with its legacy of anti-Black racism specifically, it is clear that students are interested in a full course that offers academic understanding and validation of the programming of Black History Month in February by the Center for Black Studies. Building on existing Black Studies courses, this course focuses on the “Black Atlantic” approach, one that is always already transnational, which is increasingly important as social media proliferate, requiring students to engage transnationally. Complementing courses that take a historical view, this course specifically builds on recent scholarship from Black anthropologists decolonizing and deconstructing the concept of “culture.”

Non-Duplication: The Departments of History and Sociology, and the Center for Black Studies were consulted with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

**Department of Biological Sciences**

Other Catalog Change      2021-22 Graduate Online Catalog [LINK](#)  
**CLAS21.22.07.17**

**Master of Science in Biological Sciences**

↓

~~Although applicants are not required to submit scores other than the GRE General Test score required for admission to the Graduate School, the submission of scores on either the GRE **General Test** or Subject Test in biology or biochemistry, or on the MCAT, could enhance their **an** application.~~

↓

**Requirements for Degree without a Specialization**

A minimum of 30 semester hours is required for the M.S. degree without a specialization, and **a minimum of 12 and a maximum of 18** ~~no more than 12~~ semester hours of combined credit in BIOS 699 and BIOS 770 may be applied toward those 30 hours. ~~If a student has completed the equivalent of BIOS 570X (or BIOS 572X and BIOS 573X) and/or BIOS 670 with a grade of C or better, the course may be waived as a requirement in the graduate program, and other course work substituted, with the approval of the department.~~ The student is required to pass a final oral comprehensive examination.

- BIOS 761 - Seminar Credits: 1  
(minimum of 2 semester hours of credit)

~~One of the following:~~

- ~~• BIOS 570X - General Biological Chemistry Credits: 3~~
- ~~• BIOS 572X - Biological Chemistry I Credits: 3~~
  - ~~○ AND BIOS 573X - Biological Chemistry II Credits: 3~~
- ~~• BIOS 670 - Biostatistical Analysis Credits: 3~~
- ~~• ETR 521 - Educational Statistics I Credits: 3~~
  - ~~○ AND ETR 522 - Educational Statistics II Credits: 3~~

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↓

### Thesis Option

The thesis option is intended primarily ... .. A maximum of 18 and a minimum of 12 semester hours of combined credit in BIOS 699 and BIOS 770 ... .. defense of thesis.

↓

### Specialization in Bioinformatics

~~A minimum of 30 semester hours is required for the M.S. degree with a specialization in bioinformatics. The specialization in bioinformatics is designed to teach the skills necessary for the analysis of large amounts of biological information using computer technology. The student must have taken, or take as deficiency course work, BIOS 300, Cell Biology, BIOS 308, Genetics, CSCI 240, Computer Programming in C, and CSCI 241, Intermediate Programming in C and C++, or the equivalent(s). Deficiency work must be satisfied with a grade of C or better during the first two semesters of enrollment in the program.~~

~~If the student has completed the equivalent of BIOS 567, BIOS 570X (or BIOS 572X and BIOS 573X), BIOS 638, BIOS 643, BIOS 646, and/or BIOS 670 as an undergraduate with a grade of C or better, the course may be waived as a requirement in the graduate program, and other course work substituted, with the approval of the student's graduate committee.~~

~~Students must pass a final comprehensive oral and written examination covering course material.~~

### 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 699 – Master's Thesis Credits: 1-12~~
  - ~~○ OR BIOS 700 – Cooperative Education Credits: 1-3~~
  - ~~○ OR BIOS 770 – Independent Study Credits: 1-9~~
- ~~● BIOS 761 – Seminar Credits: 1~~

~~One of the following:~~

- ~~● BIOS 570X – General Biological Chemistry Credits: 3~~
- ~~● BIOS 572X – Biological Chemistry I Credits: 3~~
  - ~~○ AND BIOS 573X – Biological Chemistry II Credits: 3~~
- ~~● BIOS 670 – Biostatistical Analysis Credits: 3~~
- ~~● ETR 521 – Educational Statistics I Credits: 3~~
  - ~~○ AND ETR 522 – Educational Statistics II Credits: 3~~

~~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~~

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- ~~• BIOS 539 - Molecular Evolution Credits: 3~~
- ~~• BIOS 565 - Cellular Physiology Credits: 3~~
- ~~• BIOS 567 - Advanced Molecular Biology Credits: 3~~  
(If not used to meet requirement above.)
- ~~• BIOS 576 - Plant Genetics Credits: 3~~
- ~~• BIOS 587 - Conservation Genetics Credits: 3~~
- ~~• BIOS 638 - Molecular Genetics of Prokaryotes Credits: 3~~  
(If not used to meet requirement above.)
- ~~• BIOS 700 - Special Topics in Biology Credits: 1-9~~
- ~~• CHEM 674 - Enzymes Credits: 3~~
- ~~• CHEM 675 - Physical Chemistry of Macromolecules Credits: 3~~
- ~~• CSCI 602 - Design and Analysis of Algorithms Credits: 3~~
- ~~• MATH 560 - Modeling Dynamical Systems Credits: 3~~
- ~~• STAT 535 - Applied Regression Analysis Credits: 3~~

**Specialization in Human Anatomical Sciences**

↓

If the student has completed the equivalent of BIOS 545, **and** BIOS 546, ~~BIOS 570X (or BIOS 572X and BIOS 573X)~~, and/or BIOS 670 as an undergraduate with a grade of C or better, the course may be waived as a requirement in the graduate program, and other course work substituted, with the approval of the student's graduate committee.

**Non-Thesis Option**

↓

**Required Courses**

- BIOS 545 - Human Histology Credits: 4
- ↓
- BIOS 770 - Independent Study Credits: 1-9  
Students take this course for 4-9 semester hours.

**~~One of the following:~~**

- ~~• BIOS 570X - General Biological Chemistry Credits: 3~~
- ~~• BIOS 572X - Biological Chemistry I Credits: 3~~
  - ~~○ AND BIOS 573X - Biological Chemistry II Credits: 3~~
- ~~• BIOS 670 - Biostatistical Analysis Credits: 3~~
- ~~• ETR 521 - Educational Statistics I Credits: 3~~
  - ~~○ AND ETR 522 - Educational Statistics II Credits: 3~~

**One or more of the following electives (to fulfill 30 credit-hour requirement)**

- BIOS 540 - Immunobiology Credits: 3
- ↓
- BIOS 555 - Comparative Physiology Credits: 3
- **BIOS 559 - Human Neurobiology Credits: 4**
- BIOS 561 - Endocrinology Credits: 3
- ↓

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- BIOS 626 - Methods of Teaching Human Anatomy Credits: 1-6

↓

**Thesis Option**

Same as the non-thesis option ... A maximum of **18 and a minimum of** 12 semester hours of combined credit in BIOS 699 and BIOS 770 may be applied toward the degree. The student's research ... with the permission of the department, repeat it once.

**Specialization in Biology Teaching**

A minimum of 36 semester ... current ISBE educator licensure (Type 09 licensure or a B.S. degree with a Type 03 licensure **and** a minimum of 32 semester hours of science content). The candidate must have one year or more of teaching experience in science.

The student will be required ... project including submitting a written paper as well as present and defend the project (BIOS 770 ~~or BIOS 699~~). The action research project will be developed under the supervision of the graduate adviser and conducted in a school setting with district approval.

~~If the student has completed the equivalent of BIOS 570X (or BIOS 572X and BIOS 573X), and ETR 521 and ETR 522 (or BIOS 670) as an undergraduate with a grade of C or better, the courses may be waived as a requirement in the graduate program and other course work substituted with the approval of the student's graduate committee.~~

**Non-Thesis Option**

**Requirements**

- BIOS 603 - The Process and Practices of Science Credits: 3
- ↓
- BIOS 770 - Independent Study Credits: 1-9  
Students must take this course for 4-6 semester hours.
  - ~~OR BIOS 699 - Master's Thesis Credits: 1-12~~  
~~Students must take this course for 4-6 semester hours.~~
- EPS 523 - Application of Psychological Research to Educational Practice Credits: 3
- ~~PHYS 605 - Institute for Science Teachers Credits: 1-8~~  
~~Students must take this course for 3 semester hours.~~

~~One of the following:~~

- ~~BIOS 570X - General Biological Chemistry Credits: 3~~
- OR
- ~~ETR 521 - Educational Statistics I Credits: 3~~
  - ~~AND ETR 522 - Educational Statistics II Credits: 3~~

Biology Electives

Minimum of 9 semester hours of credit of graduate-level courses within the department.

**Thesis Option**

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Same as the non-thesis option except students must enroll in BIOS 699 and submit a written thesis. A maximum of 18 and a minimum of 12 semester hours of combined credit in BIOS 699 and BIOS 770 may be applied toward the degree. The student's research adviser will serve as the chair of the graduate committee that will administer a final written and oral comprehensive examination covering course material and including a defense of thesis. A student who fails the examination may, with the permission of the department, repeat it once.

Rationale: 1) Following the national trend, we no longer require the GRE. Numerous studies have shown that the GRE negatively impacts groups that are underrepresented in science careers. 2) The more flexible allotment of hours between research and course work (12-18 h of the former and 12-18 h of the latter) is in recognition that the research demands of some theses exceed those of others. As well, some students may require more course work than others. 3) While we feel that both biochemistry and biostatistics are important subjects, depending on a particular student's goals, other subjects may be more important (e.g., geographic information systems, computer programming languages, DNA recombinant technology, and so on). Changing this requirement allows greater flexibility to meet students' needs. 4) The M.S. Specialization in Bioinformatics has not been offered by the department since the departure of Yanbin Yin to the University of Nebraska five years ago. Dr. Yin was the only member of the department with the expertise to direct this specialization. 5) The MS Specialization in teaching did not clearly distinguish between a thesis and non-thesis option, hence the final paragraph.

Other Catalog Change      2021-22 Graduate Online Catalog [LINK](#)  
[CLAS21.22.07.18](#)

### **Doctor of Philosophy in Biological Sciences**

↓

~~Although applicants are not required to submit scores other than the GRE General Test score required for admission to the Graduate School, the submission of scores on either the GRE General Test or Subject Test in biology or biochemistry, or on the MCAT, could enhance their an application, but these test scores are not required.~~

↓

#### **Requirements**

Each student's program ... .. completion of the following courses.

~~If a student has completed the equivalent of BIOS 570X (or BIOS 572X and BIOS 573X) and/or BIOS 670 with a grade of C or better, the course may be waived as a requirement in the graduate program, and other course work substituted, with the approval of the department.~~

- ~~• BIOS 570X General Biological Chemistry Credits: 3~~
  - ~~○ OR BIOS 572X Biological Chemistry I Credits: 3~~
    - ~~• AND BIOS 573X Biological Chemistry II Credits: 3~~
  - ~~○ OR BIOS 670 Biostatistical Analysis Credits: 3~~

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~~OR ETR 521 - Educational Statistics I Credits: 3~~

~~AND ETR 522 - Educational Statistics II Credits: 3~~

- BIOS 761 - Seminar Credits: 1  
(to be taken for a minimum of 4 hours of credit, at least 2 of which shall be taken after the first 30 graduate-level semester hours in the student's program)
- BIOS 799 - Doctoral Dissertation Credits: 1-12  
(enrollment each semester after being admitted to candidacy, until all requirements for the degree are complete)

**Additional Requirements**

By the end of the student's ... .... This committee will consist of no fewer than ~~five~~ **four** members, including at least one person from outside the student's research field. Adjunct graduate faculty ... .... in consultation with the student.

↓

The Department of Biological Sciences research-tool requirement is fulfilled by completing **two graduate-level courses totaling no fewer than six hours of credit and chosen by the student's** doctoral committee. ~~BIOS 670 and either BIOS 570X or BIOS 572X and BIOS 573X, which are required for the doctoral program, plus one additional graduate-level course approved by the student's doctoral committee.~~

↓

Following approval of the dissertation by the doctoral committee, acceptable copies must be submitted to the Graduate School.

Rationale: 1) Following the national trend, we no longer require the GRE. Numerous studies have shown that the GRE negatively impacts groups that are underrepresented in science careers. 2) While we feel that both biochemistry and biostatistics are important subjects, depending on a particular student's goals, other subjects may be more important (e.g., geographic information systems, computer programming languages, DNA recombinant technology, and so on). Changing this requirement allows greater flexibility to meet students' needs. 3) The required committee size is decreased from five to four. As the department has become smaller and smaller, there simply are not enough faculty in each sub-discipline to permit committees of five. 4) The research tool requirement has been amended to reflect the change in the biochemistry/biostatistics requirement.

**Department of Psychology**

Other Catalog Change  
**CLAS21.22.07.19**

2021-22 Graduate Online Catalog [LINK](#)

**Psychology**

↓

**Graduate Faculty**

↓



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The Department of Psychology offers programs leading to the M.A. and Ph.D. degrees, as well as the Specialist in School Psychology (S.S.P.). All students apply directly to the Ph.D. or S.S.P. programs, even if they have not completed a master's degree. The requirements for the M.A. are part of students' training. Students who have completed a master's degree when they begin either program may request to have relevant work evaluated for whether it meets some M.A. requirements. There is no separate application stage for admission to the Ph.D. or S.S.P. programs after having completed the M.A. requirements. However, elevation to candidacy status for the Ph.D. and S.S.P. is based on completion of program requirements and the positive recommendation of curricular area faculty. Preference will be given to applicants who show potential for doctoral work. The department offers a continuous program leading to the doctorate and the master's thesis is regarded as a part of this training. An entitlement program leading to qualification for state certification as a school psychologist may be completed in conjunction with either the M.A. or the Ph.D. degree.

~~The majority of applications for graduate programs in psychology are accepted or rejected within six weeks, with deferral of decision on other applications until the month of April. In order to insure full consideration for admission, applications to the clinical area should be completed by December 1; applications to the school psychology area should be completed by December 15; applications to the social and industrial/organizational and neuroscience and behavior areas should be completed by January 15; and applications to the cognitive-instructional-developmental area should be completed by February 1.~~

### **Admission**

In considering applicants for admission to its graduate programs, the department evaluates the general undergraduate GPA, preparation in undergraduate psychology courses, previous research training and productivity, background in science and mathematics, GRE General Test scores, and letters of recommendation. An attempt is made to select the best applicants on a combination of indices, recognizing that no index is absolute. While there are no minimum requirements, applicants should have a GPA of at least 3.00 (on a 4.00 scale) during the last two years of undergraduate work. Exceptions may be made under special conditions. Applicants do not need to hold a master's degree to be eligible to apply to the graduate training programs in this department.

Rationale: The *primary* change will allow students to apply directly to the Ph.D. or S.S.P. programs rather than apply to the M.A. program with the intention of continuing on to the Ph.D. or S.S.P. At present, prospective students routinely ask how to apply to the Ph.D. or S.S.P. programs because they only see the option of applying to the master's program. This change will not alter any of the program requirements, and will bring our application process in line with other Ph.D. programs on campus.

The *smaller* changes are for the purpose of updating the catalog language to reflect current practice:

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- a) Omitted application deadlines and timeline on which applicants will receive notice of the status of their application
- b) stated relevance of applicant's prior research experience for evaluating candidates

**COLLEGE OF VISUAL AND PERFORMING ARTS**

**School of Art and Design**

New Course:  
**CVPA21.22.03.07**

2021-22 **Graduate Catalog** [LINK](#)

**CIP Code: 50.0701**

**ARTS 653 – Digital Fabrication Workshop II**

Continued and advanced usage of two- and three-dimensional design software, and industrial output methodologies as applied to the conceptualization and making of advanced works in art studio, design, or in the creative development of objects and products.

**Prerequisites and Notes**

**PRQ: ARTS 650.**

**Credits: 3**

*Rationale: As interest and usage of digital fabrication techniques (3d modeling, 3d printing, 3d scanning, laser cutting, CNC machining, industrial output) increases, it has become apparent that these topics must be explored to assure accessibility of student knowledge in tools that have begun to dominate the creative marketplace.*

*This course is designed to follow an existing course, ARTS 650 Digital Fabrication Workshop I, and will expand upon that knowledge base with more complex processes. A more detailed approach to virtual work and a greater diversity of industrial output methodologies will be included. In addition, an increased understanding of the place that software has upon static and traditional materials will be fostered in the contexts of ideation, development, and execution, among others.*

Non-Duplication: The College of Engineering was contacted regarding non-duplication and indicated they had no objections to this moving forward.

New Course:  
**CVPA21.22.03.08**

2021-22 **Graduate Catalog** [LINK](#)

**CIP Code: 50.0701**

**ARTS 654 – Graduate Research in Digital Fabrication**

Specialized topics in digital fabrication processes, as dictated by the needs of individual student research concerning the conceptualization and making of advanced works in art studio, design, or in the creative development of objects and products.

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**Prerequisites and Notes**

**PRQ: ARTS 653.**

**Credits: 3**

***Rationale:** As interest and usage of digital fabrication techniques (3d modeling, 3d printing, 3d scanning, laser cutting, CNC machining, industrial output) increases, it has become apparent that these topics must be explored to assure accessibility of student knowledge in tools that have begun to dominate the creative marketplace.*

*This course is designed to follow existing courses ARTS 650 Digital Fabrication Workshop I, and ARTS 653 Digital Fabrication Workshop II. However, this class is designed to permit students to independently pursue independent research, augment existing processes, and develop new and experimental workflows as required by their own work practice, in a supported environment. Students will have the opportunity to fluidly apply their selected knowledge in a focused manner, without the burden of curriculum-imposed technical milestones.*

*Work product will focus on complex and multi-layered processes in both the virtual and physical environments.*

***Non-Duplication:** The College of Engineering was contacted regarding non-duplication and indicated they had no objections to this moving forward.*

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**COLLEGE OF EDUCATION**

**Educational Technology, Research and Assessment**

Other Catalog Change: 2021-2022 **CEDU21.22.09.06**

**Illinois Licensure and Endorsement [LINK](#)**

↓

**Educator Licensure as a Library Information Specialist**

Persons holding a baccalaureate degree may complete requirements for the State of Illinois Special (K-12) Library Information Specialist License through the Department of Educational Technology, Research and Assessment as part of the degree program for the M.S.Ed. in Instructional Technology with a [Library Information Specialist concentration](#). The program meets the Illinois State Board of Education and the Council for Accreditation of Educator Preparation (CAEP) standards for Library Information Specialist. Individuals interested in becoming a library information specialist (Type 10 license or endorsement) should contact the department office for details.

Also see “Educator Licensure Information.”

**Educator Licensure as a Technology Specialist**

Persons holding a baccalaureate degree may complete requirements for the State of Illinois Special (K-12) Technology Specialist License through the Department of Educational Technology, Research and Assessment as part of the degree program for the M.S.Ed. in Instructional Technology with a [Technology Specialist concentration](#). The program meets the Illinois State Board of Education and the National Council for Accreditation of Teacher Education standards for Technology Specialist. Individuals interested in becoming a technology specialist (Type 10 license or endorsement) should contact the department office for details.

Also see “Educator Licensure Information.”

**Educator Licensure as a 5-12 Computer Science Specialist**

Persons holding a baccalaureate degree may complete requirements for the State of Illinois Special (5-12) Computer Science Specialist License through the Department of Educational Technology, Research and Assessment as part of the degree program for the M.S.Ed. in Instructional Technology with a [5-12 Computer Science concentration](#). The program meets the Illinois State Board of Education and the National Council for Accreditation of Teacher Education standards for 5-12 Computer Science Specialist. Individuals interested in becoming a 5-12 Computer Science specialist (Type 10 license or endorsement) should contact the department office for details.

Also see “Educator Licensure Information.”

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**RATIONALE:**

The Department of Educational Technology, Research, and Assessment will offer the program to non-certified individuals, by offering an option to earn a M.S.Ed. in Instructional Technology as well as certification as a 5-12 Computer Science Specialist.

The ETRA department received non-duplication approval from the Department of Computer Science.

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

**ALL UNIVERSITY SECTION**

Other Catalog Change Graduate Catalog [LINK](#) **CLAS21.22.06.17**

**The Graduate School**

↓

**Certificates of Graduate Study**

↓

Adapted Physical Education

↓

Teaching English as a Second Language and Bilingual Education

~~Technical Writing~~

Trauma-Informed Counseling

↓

World Languages and Cultures – Spanish and Hispanic Studies

Rationale: Elimination of the Certificate of Graduate Study in Technical Writing

Other Catalog Change **CLAS21.22.06.18** Graduate Catalog [LINK](#)

**Directory for Correspondence**

↓

**Graduate Concentrations and Certificates of Graduate Study**

Adapted Physical Education: Chair, Department of Kinesiology and Physical Education

↓

Teaching English as a Second Language and Bilingual Education: Chair, Department of Curriculum and Instruction

~~Technical Writing: Director of Graduate Studies, Department of English~~

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Thermal, Fluid, and Energy Systems, Chair, Department of Mechanical Engineering

↓

World Languages and Cultures – Spanish and Hispanic Studies: Chair, Department of World Languages and Cultures

Rationale: Elimination of the Certificate of Graduate Study in Technical Writing

**Department of English**

Other Catalog Change

2021-22 Graduate Online Catalog [LINK](#)

**CLAS21.22.06.22**

**English**

↓

**Certificates of Graduate Study**

- Education in English Language Arts
- ~~Technical Writing (18)~~

**Categorical course list**

- English Course List

Display courses for this department.

Rationale: Elimination of the Certificate of Graduate Study in Technical Writing.

Other Catalog Change

2021-22 Graduate Online Catalog [LINK](#)

**CLAS21.22.06.23**

~~**Technical Writing (18)**~~

~~**Certificate of Graduate Study**~~

~~The Department of English offers two certificates of graduate study. Courses used to satisfy the requirements of the certificate may also be applied toward a graduate degree in English.~~

~~This certificate recognizes the successful completion of a set of courses intended to enhance the professional qualifications of technical writers.~~

~~**Requirements (18)**~~

- ~~ENGL 626 Technical Writing Credits: 3~~  
~~Students with credit in ENGL 308 must substitute a 3 semester hour elective for ENGL 626.~~
- ~~ENGL 627 Technical Editing Credits: 3~~

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~~Students with credit in ENGL 403 must substitute a 3 semester hour elective for ENGL 627.~~

**Course work from the following (12)**

- ~~● ENGL 624 Professional Writing Institute Credits: 1-6~~
- ~~● ENGL 625 Methods of Research in Professional Writing Credits: 3~~
- ~~● ENGL 628 Internship in Technical Writing or Editing Credits: 1-12~~  
~~No more than 6 semester hours of credit in ENGL 628 may be applied to the Certificate of Graduate Study in Technical Writing.~~
- ~~● ENGL 630 Theory and Research in Professional Writing Credits: 3~~
- ~~● ENGL 631 Topics in Professional Writing Credits: 3~~
- ~~● ENGL 632 Writing for Digital Media Credits: 3~~
- ~~● With approval of the certificate adviser, students may select up to 6 semester hours of electives from other English courses in rhetoric, language, linguistics, or writing or from appropriate courses in such other areas as communication, instructional technology, computer science, art, and business.~~

Rationale: Upon reviewing the course requirements for the Technical Writing Certificate of Graduate Study (18 hours), the Department of English has determined it does not have sufficient faculty to continue offering the certificate. Recent trends in the certificate show low enrollment and few completions. Since 2013, only 5 certificates have been awarded. There are currently two students enrolled in classes to complete the certificate. By removing the need to offer courses necessary for the certificate, scheduling can focus on fostering and innovating our Rhetoric and Writing MA degree.

## **COLLEGE OF VISUAL AND PERFORMING ARTS**

### **All University**

Other Catalog Change:  
**CVPA21.22.03.02**

2021-22 **Graduate Catalog** [LINK](#)

### **Other Academic Units**

**Graduate School**

↓

**College of Visual and Performing Arts**

↓

**School of Art and Design**

Master of Arts (M.A.)

*with specializations in*

Art History **and Visual Studies** Research

Art History **and Visual Studies** Teaching at the Two-Year College Level

Studio Art

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Rationale: *This correction corresponds to a title change for the art history M.A. and B.A. degrees and Minor in the School of Art and Design.*

Other Catalog Change:  
**CVPA21.22.03.03**

2021-22 **Graduate Catalog** [LINK](#)

**The Graduate School**



**Graduate Programs**



**College of Visual and Performing Arts**

**School of Art and Design**

Master of Arts (M.A.)

*with specializations in*

Art History **and Visual Studies** Research

Art History **and Visual Studies** Teaching at the Two-Year College Level

Studio Art



Rationale: *This correction corresponds to a title change for the art history M.A. and B.A. degrees and Minor in the School of Art and Design.*

Other Change Proposal:  
**CVPA21.22.03.17**

2021-22 **Graduate** Catalog [LINK](#)

**Master of Arts in Art**

The M.A. in art requires a minimum of 30 semester hours of graduate work. Students applying for the specializations in art history **and visual studies** research or art history **and visual studies** teaching must submit a sample of academic writing (e.g., a research paper for an academic course).



**Specialization in Art History **and Visual Studies** Research**

The specialization in art history **and visual studies** research offers preliminary study for the doctoral degree for students intending to be professional art historical researchers and educators. Applicants with little background in art history but who have done exceptionally well as undergraduates in other disciplines will also be considered. Students in the specialization in art history **and visual studies** research must: ... .. take ARTH 586.



**Specialization in Art History **and Visual Studies** Teaching at the Two-Year College Level**

The specialization in art history **and visual studies** teaching at the two-year college level provides preparation for teaching at the two-year college level where the doctoral degree is not required. Applicants with little background in art history but who have done exceptionally well as undergraduates in other disciplines will also be considered. Students in the specialization in art history **and visual studies** teaching at the two-year college level must: ... .. take ARTH 586.



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↓

Rationale: *Adding Visual Studies better represents what we do. A student writing about protest posters, for instance, is not writing about art in a strict sense. Visual Studies connotes a connection to associated disciplines (like the study of vision) and bodies of thought (such as critical theory). This better represents the interdisciplinary nature of our research and teaching.*

Other Change Proposal:  
[CVPA21.22.03.18](#)

2021-22 [Graduate Catalog](#) [LINK](#)

## **Art History (18)**

### **Certificate of Graduate Study**

This certificate is designed to enhance knowledge of the history and significance of art and design practices and should be of interest to artists, educators, and museum or gallery professionals working in arts-related fields who do not wish to commit to M.A. study in Art History [and Visual Studies](#). Course work leading to the Certificate of Graduate Study in Art History permits both focused and wide-ranging study and results in recognition of that study on the student's transcript. The certificate is available to students in good standing in any graduate program in the university, though successful completion of the M.A. Art Specialization in Art History [and Visual Studies](#) program will supersede the certificate. Students-at-large in good standing may also pursue the certificate.

↓

Rationale: *This correction corresponds to a title change for the art history M.A. and B.A. degrees and Minor in the School of Art and Design.*

Other Catalog Change:  
[CVPA21.22.03.19](#)

2021-22 [Graduate Catalog](#) [LINK](#)

## **Digital Fabrication (12)**

### **Certificate of Graduate Study**

This certificate is designed to provide knowledge and experience concerning the creative application of digital fabrication processes to individualized student research initiatives. Content may include, but is not limited to 3d modeling, 3d printing, laser cutting, CNC machining, and 3d scanning. The certificate is available to students in any graduate program, but is designed for those concerned with visual design and innovative development.

Interested students should contact the Area Coordinator for Metalwork, Jewelry Design, and Digital Fabrication in the Studio Division of the School of Art and Design.

### **Requirements (12)**

- [ARTS 649 - 3D Digital Sculpting Credits: 3](#)
- [ARTS 650 - Digital Fabrication Workshop I Credits: 3](#)

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- **ARTS 653 - Digital Fabrication Workshop II Credits: 3**
- **ARTS 654 - Advanced Research in Digital Fabrication Credits: 3**

**Rationale:** *Digital fabrication is the usage of creative and engineering-based software within the virtual environment in the creation of physical objects through industrial output methods in various materials, from the traditional to the experimental.*

*As interest and usage of these techniques (3d modeling, 3d printing, 3d scanning, laser cutting, CNC machining, outsourcing) increases, it has become apparent that these topics must be explored to assure accessibility of student knowledge in tools that have begun to dominate the creative marketplace.*

*This certificate will permit students to gain skills that are in demand by the art industry, as well as many sectors of the economy, particularly those aligned with innovation. More importantly, all courses are dedicated to the application of these skills to student-driven research initiatives. This inquisition-based curriculum will provide a supportive environment for inventive thought and problem solving through a direct and unique concept-to-object design process.*

*Basic Course Knowledge Base*

*ARTS 649*

*3D modeling (organic, mesh-based)*

*3D rendering*

*ARTS 650*

*Linear-based design and drafting*

*Laser cutting and engraving*

*3D modeling (static, object-based)*

*3D printing*

*ARTS 653*

*CNC cutting, gcode, and path writing*

*Parametric and algorithmic modeling*

*3D scanning*

*Mesh and point-cloud editing*

*ARTS 654*

*Individual research and development*

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**COLLEGE OF BUSINESS**

**Department of Marketing**

Course revision      **CBUSGR21.22.06.01**      2021-2022 Online Graduate Catalog [LINK](#)

MKTG 626 - Brand Strategy

↓

Prerequisites & Notes

PRQ: ~~MKTG 654~~ **MKTG 505** or consent of department.

Credits: 3

***Rationale:** To correct the prerequisite requirements revising MKTG 654 to MKTG 505, aligning it with all other MSDM program elective prerequisites.*

Course revision      2021-2022 Online Graduate Catalog [LINK](#)

670 - Digital Marketing Strategy

↓

Prerequisites & Notes

PRQ: All Phase One courses, ~~and MKTG 603, and MKTG 654,~~ or consent of department.

Credits: 3

***Rationale:** MKTG 670 is an important overview of the digital marketing landscape and provides a foundation for other courses in the program.*

**COLLEGE OF EDUCATION**

**Counseling and Higher Education**

Course Revision: 2021-2022      **CEDU21.22.08.15**

[HESA 771](#) - Legal Aspects of Higher Education Administration

Legal principles, legislation, and court rulings in such areas as employment, dismissal, contracts, tenure, civil rights, due process, student rights, and other issues of concern to higher education administrators.

Credits: 3

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**PRQ: Admission to the master's or doctoral program in higher education and student affairs or consent of department.**

**RATIONALE:**

The courses in these programs are intended for students enrolled in the program. The MSED and EDD are cohort programs with sequence curriculums. Adding the prerequisite will clarify that these courses are not intended for students outside of the degree programs. HESA 771 is offered for both MSED and EDD programs.

Course Revision: 2021-2022 **CEDU21.22.08.16**

- [HESA 504](#) - Educating for Equity and Social Justice in Higher Education
- [HESA 530](#) - Instructional Theory, Practice and Teaching in Postsecondary Education
- [HESA 533](#) - Applied Learning Theories in Postsecondary Education
- [HESA 540](#) - Curriculum and Program Development in Postsecondary Contexts
- [HESA 555](#) - Seminar in the Community College
- [HESA 570](#) - Organization, Personnel Management, and Academic Administration
- [HESA 575](#) - Public Policy Studies in Higher Education
- [HESA 590](#) - Workshop in Higher Education and Student Affairs
- [HESA 597](#) - Independent Research in Higher Education and Student Affairs
- [HESA 700](#) - Seminar in Higher Education and Student Affairs
- [HESA 702](#) - Philosophy of Postsecondary Education
- [HESA 703](#) - Postsecondary Access in Higher Education
- [HESA 704](#) - Strategic Marketing and Enrollment Management
- [HESA 705](#) - Theories of College Student Development and Success
- [HESA 710](#) - Evaluating Higher Education Programs
- [HESA 720](#) - Review of Research in Higher Education
- [HESA 721](#) - Applied Research Design in Higher Education
- [HESA 733](#) - Theory Building for Learning in Postsecondary Education
- [HESA 740](#) - Pedagogical Innovations and Student Learning
- [HESA 751](#) - Community College Students
- [HESA 757](#) - Seminar in Higher Education Outcomes
- [HESA 759](#) - Critical and Feminist Pedagogies in Higher Education
- [HESA 760](#) - International Higher Education
- [HESA 770](#) - The Administration of Higher Education
- [HESA 772](#) - Financing Higher Education
- [HESA 797](#) - Independent Research in Higher Education
- [HESA 798](#) - Research Seminar in Higher Education
- [HESA 799](#) - Doctoral Research and Dissertation

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**PRQ: Admission to the doctoral program in higher education or consent of department.**

**RATIONALE:**

The courses in these programs are intended for students enrolled in the program. The MSED and EDD are cohort programs with sequence curriculums. Adding the prerequisite will clarify that these courses are not intended for students outside of the degree program.

Course Revision: 2021-2022 **CEDU21.22.08.17**

- [HESA 500](#) - Foundations of Higher Education
- [HESA 501](#) - Student Affairs Administration and Practice
- [HESA 502](#) - Equity, Diversity, and Social Justice in Higher Education
- [HESA 503](#) - U.S. College Students
- [HESA 509](#) - Campus Environments and Student Cultures
- [HESA 522](#) - College Student Development Theory
- [HESA 523](#) - Advocacy, Outreach, and Interventions in Student Affairs
- [HESA 562](#) - Helping Skills for Student Affairs Professionals
- [HESA 572](#) - Assessment Methods in Higher Education
- [HESA 573](#) - Applied Assessment Methods in Higher Education
- [HESA 586](#) - Internship in Higher Education and Student Affairs
- [HESA 590](#) - Workshop in Higher Education and Student Affairs
- [HESA 597](#) - Independent Research in Higher Education and Student Affairs
- [HESA 598](#) - Capstone in Higher Education and Student Affairs
- [HESA 699](#) - Master's Thesis

**PRQ: Admission to the master's program in higher education and student affairs or consent of department.**

**RATIONALE:**

The courses in these programs are intended for students enrolled in the program. The MSED and EDD are cohort programs with sequence curriculums. Adding the prerequisite will clarify that these courses are not intended for students outside of the degree program.

**Kinesiology and Physical Education**

Course Revision: 2021-2022 **CEDU21.22.08.21**

LESM 586 - Internship in Sport Management [LINK](#)

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Supervised experience for students in a sports management setting. May be repeated to a maximum of 12 semester hours.

**Prerequisites & Notes**

PRQ: Consent of department.

Credits: 1-~~6~~<sup>12</sup>

**RATIONALE:**

The sport management program has put a cap of six credit hours per semester cap on the internship. Students can still complete a total of twelve credits during their plan of study, but only six/semester. This is consistent with other peer programs.

**Leadership, Educational Psychology and Foundations**

Course Revision: 2021-2022 **CEDU21.22.08.30**

**LEEA 798** RESEARCH SEMINAR IN **EDUCATIONAL ADMINISTRATION** **EDUCATIONAL LEADERSHIP AND POLICY STUDIES (3)**.

Designed for the advanced student interested in planning and conducting research studies in **educational administration leadership and policy studies**. Research project may be an exploratory or pilot study related to the doctoral dissertation. May be repeated to a maximum of 6 semester hours.

Prerequisites & Notes

PRQ or CRQ: ETR 720 or consent of department.-

Credits: 3

**RATIONALE:** This course title is being updated to align with the Ed.D. in Educational Leadership and Policy Studies degree program name. The course outline will remain the same.

**Counseling and Higher Education**

Course Revision: 2021-2022 **CEDU21.22.09.05**

**COUN 501** - Diagnosis of Mental Health Issues in Counseling...

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[COUN 510](#) - Counseling Interventions Across the Lifespan...

**Prerequisites & Notes**

**PRQ: Admission to the master's program in counseling.**

**RATIONALE:**

Due to an update to course sequencing in the MEd in Counseling program, these courses are no longer appropriate to non-Counseling majors. These courses will now incorporate much more individualized advising that would not benefit Students-at-Large. Secondly, because our program is out of compliance on student-faculty ratios for our accrediting body, we need to be intentional in how many SALs access our core courses.

**Leadership, Educational Psychology and Foundations**

Course Deletions 2021-2022 **CEDU21.22.09.08**

[LEEA 540](#) School-Community Relations

[LEEA 550](#) Seminar: Problems in Educational Administration

[LEEA 580](#) Clinical Laboratory, Building-Level Administration

[LEEA 590](#) Workshop in Educational Administration

[LEEA 592](#) Special Topics in Educational Administration

[LEEA 699A](#) Master's Thesis

[LEEA 699B](#) Ed.S. Thesis

[LEEA 737](#) Seminar: Management of Negotiated Contracts in Education

[LEEA 740](#) Seminar in School-Community Relations

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[LEEA 751](#) Externship in Educational Administration

[LEEA 780](#) Clinical Laboratory, District-Level Administration

[LEBM 511](#) Practicum in School Business Management

[LEBM 592](#) Special Topics in School Business Management

[LEBM 590](#) Workshop in School Business Management

[LEBM 710](#) Seminar in School Business Management

**RATIONALE:**

LEPF is no longer offering these courses due to shifts in state requirements in our principal preparation, Ed.S, and CSBO programs.

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

**SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS**

Course Revision    **Catalog:** [LINK](#)    Graduate Catalog    **CHHS21.22.10.10**

AUD 700. Research Seminar (3) Research design, application, and understanding ~~leading to the development of a research proposal~~ **development** required for the Au.D. degree. PRQ: Admission into the Au.D. program or consent of school

**RATIONALE:**

In this course, students will be provided the foundational information on research design and development. They will no longer complete a research proposal in this course.

Course Revision    **Catalog:** [LINK](#)    Graduate Catalog    **CHHS21.22.10.11**

AUD 625. Acoustics and Psychoacoustics (3) ~~2~~ Principles, methods and applications of acoustics and psychoacoustics as it relates to normal and abnormal auditory processes. Study of the physical properties of sound production, ~~and perceptions~~. PRQ: Admission to the Au.D. program or consent of school.



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**RATIONALE:**

This course is being reduced to two credits due to the split in the coursework with the new curriculum revision. The psychoacoustics portion will now be a new course, AUD 626 (1 credit). Therefore, the AUD 625 title needs to have psychoacoustics deleted and psychoacoustics needs to be deleted from the course description to reflect the division of concepts into multiple courses. The credit hour load for acoustics and psychoacoustics will not change as AUD 625 acoustics and psychoacoustics was 3 credits and it is changing to AUD 625 acoustics (2 credits) and AUD 626 psychoacoustics (1 credit)

Course Revision      **Catalog:** [LINK](#)      Graduate Catalog      **CHHS21.22.10.12**

AUD 729. ~~Amplification II~~ **Signal Processing Strategies** (3 ~~4~~) Advanced study of research in amplification systems including speech perception, psychoacoustics, and design consideration of hearing instruments. **Laboratory experience.** PRQ: Both AUD 625, **AUD 626**, and AUD 629 with a grade of B- or higher, or consent of school.

**RATIONALE:**

The title change more specifically describes the need for us to inform students of industry trends in amplification technology changes over time. The credit hour load is being increased (3 to 4 credits) so students can work with new technology in the lab component. Prerequisites were revised based on curricular and sequences in course changes.

Course Revision      **Catalog:** [LINK](#)      Graduate Catalog      **CHHS21.22.10.13**

AUD 730. ~~Advanced Topics in Audiology~~ **Global and Humanitarian Audiology** (3 ~~2~~) Discussion of **audiological services** advanced topics in audiology, such as application of evidence-based ~~amplification strategies~~ for special **under-represented** populations **across the globe**, critical evaluation and appropriate implementation of new technologies to improve patient care, and maintenance and establishment of relationships with external programs. PRQ: AUD 729 with a grade of B- or better, or consent of school.

**RATIONALE:**

Course content will be more focused on under-represented populations, so the title and course description are being changed. Since humanitarian audiology is not a minimal competency for entry level audiologists, this course will be offered as an elective. The program is offering some AUD elective courses (instead of requiring all students to take all courses) allowing interested students to expand their knowledge in areas of interest.

The evidence-based amplification strategies content was moved to AUD 729 Signal Processing Strategies, so the course credit load is being reduced from 3 to 2 credits.

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**Department of Biological Sciences**

Course Revision  
**CLAS21.22.07.14**

2021-22 Graduate Online Catalog [LINK](#)

**BIOS 761 - Seminar**

- ~~A. Microbiology~~
- ~~B. Ecology and Evolution~~
- ~~C. Teaching Human Anatomy~~
- ~~D. Cell Biology~~
- ~~E. Plant Sciences~~

**M.S. and Ph.D. students are required to take a minimum of two and four semester hours, respectively.** May be repeated to a maximum of 12 semester hours, but no more than 4 semester hours may be counted toward ~~the M.S.~~ **their** degree.

Credits: 1

**Rationale:** We propose to delete the specific topics in this course so each section offered can be tailored to our student's needs.

**Approval:** The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on November 16, 2021.

**COLLEGE OF VISUAL AND PERFORMING ARTS**

**School of Art and Design**

Course Revision:  
**CVPA21.22.03.21**

2021-22 **Graduate** Catalog [LINK](#)

**ARTS 650 – Digital Fabrication Workshop I**

An introduction to the use of two- and three-dimensional design software, and industrial output methodologies as applied to **the conceptualization and making of advanced creative works in art studio, or design, or in the creative development of objects and products.**

Credits: 3

**Rationale:** *The adjustment of this course will permit students from outside the School of Art and Design to enroll, as well as facilitate new courses following in sequence.*

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**School of Art and Design**

Course Revision:  
**CVPA21.22.04.17**

2021-22 **Graduate** Catalog [LINK](#)

**ARTH 520 - Studies in Medieval Art**

- A. ~~Early Christian~~ **Late Antique** and Early Byzantine Art: ~~ca. 330~~ **300** -843
- B. Middle and Late Byzantine Art: ca. 843-1543
- C. Early Medieval Art: ca. 500-1000
- D. Romanesque and Gothic Art: ca. 1000-1400
- E. Thematic Subjects

History, theory and criticism of various aspects of medieval art. May be repeated with different subjects. Multiple enrollments with different subjects are allowed in the same semester.

Credits: 3

Rationale: *Substitution of "Late Antique" for "Early Christian" more accurately reflects the course content and removes outmoded terminology. Date change also more accurately reflects course content.*

Course Revision:  
**CVPA21.22.04.18**

2021-22 **Graduate** Catalog [LINK](#)

**ARTH 570 - Studies in Asian Art**

- A. Chinese Art
- B. Japanese Art
- C. South and Southeast Asian Art
- D. Southeast Asian Art
- E. Islamic Art
- F. Buddhist Art
- G. Thematic Subjects

History, theory, and criticism of various aspects of Asian art. **Meaning and significance of diverse visual arts in Asia, as seen through the lenses of their histories and cultural contexts, as well as new perspectives generated by recent studies in history, gender and marginalized groups.** May be repeated with different subjects. Multiple enrollments with different subjects are allowed in the same semester.

Credits: 3

Rationale: *The edited course title and description better reflect the diversity of subjects and range of thematic emphases typical for these courses or anticipated in the near future.*

Course Revision:  
**CVPA21.22.04.19**

2021-22 Graduate Catalog [LINK](#)

**ARTH 651 – ~~Topics~~ **Cultural Perspectives in Ancient and Middle-Eastern Art and Architecture****

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In-depth research on specific artists, movements, periods, or problems in the history of art. Readings and research at the graduate level incorporating interdisciplinary approaches in the history of ancient art and architecture. Topics, such as Gender and Sexuality in Ancient Art, and Outsider Art, will be announced. May be repeated with different subjects. Multiple enrollments are allowed in the same semester.

Credits: 3

*Rationale:* The description has been changed to reflect the diverse and variable nature of the course content.

Course Revision:  
CVPA21.22.04.20

2021-22 Graduate Catalog [LINK](#)

**ARTH 652 – Topics Cultural Perspectives in Global Medieval Art**

In-depth research on specific artists, movements, periods, or problems in the history of art. Readings and research in the history of art during the global Middle Ages. Various Topics, including The Holy Image, The Art of Narrative in the Middle Ages, Imperial to Papal Rome, and The Art of the Medieval Book, and the Art of Medieval Pilgrimage will be announced. May be repeated with different subjects. Multiple enrollments are allowed in the same semester.

Credits: 3

*Rationale:* The title change reflects the emphasis on diversity in the course content. The description change reflects the course's emphasis on reading and research.

Course Revision:  
CVPA21.22.04.21

2021-22 Graduate Catalog [LINK](#)

**ARTH 653 - Topics Cultural Perspectives in Early Modern European Art**

In-depth research on specific artists, movements, periods, or problems in the history of art. Readings and research incorporating interdisciplinary approaches in the history of early modern global arts. Various Topics, such as Art and Science: Optics, Images, and Visual Propaganda, focusing on the relations of optics/vision and visual psychology to the creation and destruction of global artworks, art as propaganda, and images of war will be announced. May be repeated with different subjects. Multiple enrollments are allowed in the same semester.

Credits: 3

*Rationale:* The title change reflects the emphasis on diversity in the course content. The description changes reflect the emphasis on interdisciplinary reading and research. The description of rotating topics has been updated to reflect current themes.

Course Revision:  
CVPA21.22.04.22

2021-22 Graduate Catalog [LINK](#)

**ARTH 655 – Topics Cultural Perspectives in Contemporary Art**

In-depth research on specific artists, movements, periods, or problems in the history of art. Topics, such as Photography as Art and Art as Photography, Globalization and Contemporary Art, Identity in

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Contemporary Art, global art, identity formation, and photography will be announced. May be repeated with different subjects. Multiple enrollments are allowed in the same semester.

Credits: 3

Rationale: *The description has been changed to reflect the general areas of inquiry rather than exact topics.*

Course Revision:  
CVPA21.22.04.23

2021-22 Graduate Catalog [LINK](#)

**ARTH 656 – ~~Topics~~ Cultural Perspectives in Design History**

In-depth Readings and research on specific artists, movements, periods, or problems topics in the history of art design. Topics, such as Vienna 1900: Art and Culture at the Fin de Siècle, and Fashion Modernism-Modernity, Art and Design of World's Fairs, Art and Design of National Parks, and Fashion in Context will be announced. May be repeated with different subjects. Multiple enrollments are allowed in the same semester.

Credits: 3

Rationale: *The title change reflects the emphasis on diversity in the course content. The description change reflects its emphasis on reading and research and distinguishes it from ARTH 456 Cultural Perspectives in Design History. The description of topics has been updated to reflect current themes.*

Course Revision:  
CVPA21.22.04.24

2021-22 Graduate Catalog [LINK](#)

**ARTH 657 - ~~Topics~~ Cultural Perspectives in Asian Art**

In-depth research and readings on diverse-specific artists, media, imagery, artistic genres, or problems in the history of art in Asia. Themes explore the arts in relation to social orders, political messages, religious or philosophical mores, mythologies, superstitions, fashion, popular cultures, and relevance to contemporary times. Topics will be announced. May be repeated with different subjects. Multiple enrollments are allowed in the same semester.

Credits: 3

Rationale: *The edited course title and description better reflect the diversity of subjects and range of thematic emphases typical for this course.*