

## GRADUATE COUNCIL MINUTES

APPROVED

679<sup>th</sup> Meeting

November 6<sup>th</sup>, 2023

MEMBERS PRESENT: Arado, Chen, Clark, Finley, Floyd, Garver, Gordon, Hill, Hunt, Klis, Lundstrum, Neal, Ricklefs, Rohl, Scherer, Swingley, Torkinejad-Ziarati, Van Dijk, A. Wu, K.Wu, Xia

MEMBERS ABSENT: Bedeau, Contreras, Gaillard

OTHERS PRESENT: Cooke, Doane, Gawron, Laudick, Matuszewich, Reyman, Wilks

### Called to Order

Dean Wilks called the Teams meeting to order at 10:01am.

### Approval of Minutes

Scherer moved to approve the minutes from October 2, 2023, meeting. Klis Seconded. Motion Carried. Minutes Approved.

### Committee Reports

- Graduate Faculty Award Committee: Awarded two faculty members Dr. Tao Xu and Dr. Kerry Freedman. Thanks to the committee for their great work and service.
- Graduate Student Awards Committee: Chaired by Associate Dean Reyman. Reyman discussed sub-committee awardees. Gave council overview on next steps to submit the winner's thesis and dissertation to MAGS and CGS for their respective awards. Wilks thanks the committee for their service.
- Minimum Stipend Committee: Bond is chairing the committee. Data has been filtered to the Ad-Hoc Committee, expected to have an updated report by the December Meeting so we can make a recommendation to the Provost and Executive Vice President.

### New Business

- Curriculum Agenda led by Graduate Council Executive Committee Chair Garver
- Garver Summarizes Curriculum changes proposed by each college, all motions were passed unanimously. Refer to curriculum attachments for more information.

### Old Business

- Assistantship Policy: Wilks reminded council members of this remaining steps needed before the policy is submitted to the library.

### Announcements

- Dean Wilks announces International Education Week all events are posted on the NIU events calendar.
- Associate Dean Reyman Announcements.
  - gives a reminder about Grad Connect newsletter that goes out to Graduate Students once a month.
  - Graduate School events update, all events are on the NIU events calendar.
  - Graduate Student Association is in development. Multiple departments have been involved in creating this association.

- Reminder: Please consider attending or volunteering for the December 16<sup>th</sup> 2023, Fall Graduate Commencement Ceremony.
- Executive Director Laudick Announcements
  - Spring 2024 registration open
  - Overview of Slate Implementation with three training courses. More updates to come.
  - Work has begun with Greg Barker on creating new Tableau reports, which will be accessible for all to reference.

#### Adjournment

- Motioned by Scherer seconded by Floyd, to adjourn. The motion was approved by acclamation. Adjourned at 11:15a.m.

#### Next Meeting

- Next meeting is scheduled for December 4<sup>th</sup>, 2023, 10:00 am.

#### Minutes

- Minutes respectfully submitted: Kayla Doane, The Graduate School

## AGENDA

### Executive Graduate Curriculum Meeting

- Meeting / Academic year 2023-24

**TEAMS ONLY**

1:30 – 2:30 p.m., Monday, October 26, 2023

#### I. ANNOUNCEMENTS

- Section E Expedited Curricular Changes –

#### II. DISCUSSION AGENDA

- **Section A – *For inclusion in the 2024-2025 Catalog*. Dates listed after items are when the items were approved at the College level.**
  1. **College of Business –**
    - *Internship in Accountancy – Other catalog change – 09/5/2023*
    - *MBA – Management Info System – Program Revision – 09/19/2023*
    - *MBA – Strategic Marketing – Program Revision – 09/19/2023*
    - *MS in Finance – Program Revision – 09/19/2023*
    - *Admissions to Grad Programs Business – Program Revision – 10/3/2023*
    - *Master of Business Admin – Program Revision – 10/3/2023*
    - *MS in Management Information Systems – Program Revision – 10/3/2023*
    - *Data Analytics Using SAS Software SAS Joint Certificate – Program Deletion – 10/03/2023*
    - *Data Science for Business Certificate – Program Revision – 10/03/2023*
    - *Enterprise Management Using SAP Software Certificate – Program Deletion – 10/03/2023*
  2. **College of Education –**
    - *MS in Educational Research – Program Revision – 08/29/2023*
    - *GRE Exemption List Update – Other Catalog Changes – 08/29/2023*
    - *GRE Exemption List Update – Other Catalog Changes – 08/29/2023*
    - *MS Education in Instructional Tech – Program Revision - 08/29/2023*
    - *PhD in Instructional Tech – Program Revision - 08/29/2023*

- **Higher Ed Administration Certificate** – *Program Deletion – 10/03/2023*
- **Doctorate of Ed in Higher Ed.** – *Program Revision – 10/03/2023*
- **MS in Ed in Higher Ed in Student Affairs** – *Program Revision – 10/03/2023*
- **SESE 579** – *New Course – 10/03/2023*
- **MS in Ed in Special Ed** – *Program Revision – 10/03/2023*
- **MS in Ed in Early Childhood Ed** – *Program Revision – 10/03/2023*
- **TLCI 515** – **Course Deletion – 10/03/2023**
- **TLCI 501** – **Course Deletion – 10/03/2023**
- **TLCI 503** – **Course Deletion – 10/03/2023**
- **TLCI 511** – **Course Deletion – 10/03/2023**
- **TLCI 517** – **Course Deletion – 10/03/2023**
- **TLCI 519** – **Course Deletion – 10/03/2023**
- **TLCI 520** – **Course Deletion – 10/03/2023**
- **TLCI 521** – **Course Deletion – 10/03/2023**
- **TLCI 525** – **Course Deletion – 10/03/2023**
- **TLCI 526** – **Course Deletion – 10/03/2023**
- **TLCI 528** – **Course Deletion – 10/03/2023**
- **TLCI 530** – **Course Deletion – 10/03/2023**
- **TLCI 544** – **Course Deletion – 10/03/2023**
- **TLCI 551** – **Course Deletion - 10/03/2023**
- **TLCI 570** – **Course Deletion – 10/03/2023**
- **TLCI 575** – **Course Deletion – 10/03/2023**
- **TLCI 723** – **Course Deletion – 10/03/2023**
- **TLCI 772** – **Course Deletion – 10/03/2023**

### **3. College of Engineering –**

- **TECH 517** – *New Course – 10/06/2023*
- **TECH 519** – *New Course – 10/06/2023*

- **TECH 545** - New Course – 10/06/2023
  - **TECH 530** – Course Revision – 10/10/2023
- 4. College of Health and Human Sciences –**
- **Doctor of Audiology** – Program Revision – 09/15/2023
  - **Doctor of Audiology Admissions** – Program Revision – 09/29/2023
  - **MS in Health Sciences** – Program Revision – 09/29/2023
  - **MS in Rehabilitation Counseling** – Program Revision – 09/29/2023
  - **COMD 695** – Course Revision - 10/06/2023
  - **COMD 644** - Course Revision – 10/06/2023
  - **NURS 609** – New Course – 10/06/2023
  - **NURS 643** – New Course – 10/06/2023
  - **NURS 707** – New Course – 10/06/2023
  - **Doctorate Nursing Practitioner from B.S.** – Program Revision – 10/06/2023
  - **Doctorate Nursing Practitioner from Post Masters** – Program Revision – 10/06/2023
  - **MS in Nursing** – Program Revision – 10/06/2023
- 5. College of Liberal Arts and Sciences –**
- **Master of Arts in Anthropology** – Program Revision – 09/06/2023
  - **NNGO 529X** – New Course – 09/06/2023
  - **Southeast Asian Studies** – Program Revision – 09/06/2023
  - **Law and Women’s and Gender Studies** – Program Revision – 09/06/2023
  - **Museum Studies** – Program Revision – 09/06/2023
  - **MS in Rehabilitation Counseling** – Program Revision – 09/06/2023
  - **FLSP 530** – New Course – 09/20/2023
  - **MA in English** – Program Revision – 09/27/2023
  - **PhD in English** – Program Revision – 09/27/2023
- 6. College of Visual and Performing Arts –**

- **MUTC 502** – *New Course – 09/29/2023*
- **MUHL 520** – *Course Deletion – 09/30/2023*

**III. UNFINISHED BUSINESS**

**IV. NEW BUSINESS**

**V. ADJOURNMENT**

Section A –

The date listed under the college is the date the college approved the proposal.

CBUS

09/05/2023

## DEPARTMENT OF ACCOUNTANCY

Other catalog change

2023-2024 Graduate Catalog [LINK](#)

Internships in Accountancy

The internship (ACCY 673) consists of full-time (minimum of 30 hours per week) work experience in an accounting function for ~~10 to 13~~ at least 8 weeks and the completion of written and oral reports. ....

*Rationale: These changes clarify the meaning of full-time work. Eight weeks of full-time work with required periodic reports and a presentation is considered sufficient for a three-credit course. These changes are consistent with an expedited course change (ACCY 673) submitted in this set of minutes/attachments.*

CBUS

09/19/2023

Other catalog change

2023-2024 Graduate Catalog [LINK](#)

Master of Business Administration

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Management Information Systems (12)

Certificate of Graduate Study

This certificate is designed to provide non-MIS graduate students with a set of courses focused on the application of information technology. Information technology plays an important role for competitive advantage as a differentiator in many products and services. A Certificate of Graduate Study in MIS will enhance a student's understanding of the role of information technology and how it must be managed effectively as an organizational resource.

Students must maintain good academic standing within the university, achieve a minimum grade of a B in each course applied toward the certificate, and complete all certificate course work within a period of six calendar years. Only courses taken at NIU may be applied toward the certificate. Courses used to satisfy the requirements for the certificate may also be applied toward a graduate degree with approval of the major department. All courses have Phase One prerequisites that are not part of the certificate curriculum. Students pursuing a Master of Science in Management Information Systems are not eligible to receive this certificate.

Students interested in the certificate should apply no later than the beginning of their final semester prior to graduation, but they are urged to apply as soon as they begin their course work so the coordinator may advise students regarding course

scheduling. Applications are available in the ~~College of Business M.B.A. Program Office~~ **Department of Operations Management and Information Systems**.

Select four of the following courses:

- OMIS 643 - Enterprise Process Improvement with SAP ERP Credits: 3
- OMIS 651 - Business Systems Analysis and Design Credits: 3
- OMIS 652 - Business Applications of Database Management Systems Credits: 3
- OMIS 660 - Business Data Networks and Cybersecurity Credits: 3
- OMIS 690 - Information Technology Project Management Credits: 3
- OMIS 697 - Digital Transformation Strategy Credits: 3

***Rationale:** The management of the Certificate of Graduate Study in Management Information Systems is being moved to the Department of Operations Management and Information Systems where all the courses for the certificate are housed. The certificate is remaining in the MBA section of the Graduate Catalog because MBA students typically are the students interested in completing the certificate.*

Other catalog change

2023-2024 Graduate Catalog [LINK](#)

Master of Business Administration

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Strategic Marketing (12)

Certificate of Graduate Study

This certificate will provide graduate students with a set of courses focused on the development of marketing tactics and strategies that can be utilized across diverse business areas. It is designed to help grow students' skills and abilities in the areas of products/services marketing and general marketing strategy development.

Students must achieve an average GPA of 3.00 in the courses applied toward the certificate and complete all certificate course work within six years immediately preceding awarding of the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.

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

Requirements

- MKTG 654 – Marketing Management Credits: 3

Three of the following:

- MKTG 601 – International Study in Marketing Credits: 3
- MKTG 603 – Marketing Research and Analysis Credits: 3
- MKTG 625 – Buyer Behavior Credits: 3
- MKTG 626 – Brand Strategy Credits: 3
- MKTG 630 – Services Marketing Credits: 3
- MKTG 655 – Promotional Strategy Credits: 3
- MKTG 656 – Global Marketing Strategy Credits: 3
- MKTG 660 – Marketing Seminar Credits: 3
- MKTG 664 – New Product and Service Innovation Credits: 3



- MKTG 670 – Digital Marketing Strategy Credits: 3

*Rationale: The management of the Certificate of Graduate Study in Strategic Marketing is being moved to the Department of Marketing where all the courses for the certificate are housed. The certificate is remaining in the MBA section of the Graduate Catalog because MBA students typically are the students interested in completing the certificate.*

## DEPARTMENT OF FINANCE

Other catalog change

2023-2034 Graduate Catalog [LINK](#)

Master of Science in Finance



**Admission**

~~In addition to the College of Business standards listed under “Graduate Study in Business,” an applicant is required to have a baccalaureate degree from an accredited institution. Students with non-finance undergraduate degrees may be required to take additional undergraduate and graduate courses, as determined by the department. Such courses do not apply toward the degree.~~

**Requirements for Admission**

Applicants must have a minimum 3.00 overall grade point average (GPA), based on a 4.00 system, in their baccalaureate program or must have completed 15 or more semester hours of graduate work at an AACSB-accredited institution with a GPA of 3.20 or higher. Applicants whose GPA is below the required level may be recommended for admission if they satisfy one of the following criteria: (1) Exceptional performance on required graduate-level admission tests (GRE or GMAT); or (2) Presentation of other relevant evidence acceptable to the department.

**Application for Admission**

Admission to the graduate program in finance is competitive and limited to candidates who demonstrate high promise of success in a graduate finance program. Applicants must submit the following materials:

- 2 or more professional or academic letters of recommendation,
- a resume,
- a statement of purpose,
- One of the following official test scores: GRE, GMAT, or proctored Finance Department entrance exam. Applicants may also meet this requirement with one of the following: an earned baccalaureate degree from an AACSB-accredited institution; a passing score on a leading industry professional certification (e.g., CFA level 1 or higher, FRM part 1, CFP, CAIAI level 1 or higher, CPA, etc.); or significant and industry-relevant post-baccalaureate work experience (minimum of two years).

Students with insufficient relevant experience in specific business disciplines may need to complete additional Phase One courses.

Early Admission



*Rationale: The Graduate School has made changes to graduate admission requirements, focusing on a more holistic admission. Each department has been asked to review their graduate program-specific admission requirements, submitting catalog language to reflect those. The Master of Science in Finance admission requirements are stated above.*

CBUS

10/3/2023

Other catalog change

2023-2024 Graduate Catalog [LINK](#)

College of Business

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Admission to Graduate Programs in Business

Admission to the various graduate programs in business is competitive and limited to those candidates who can demonstrate high promise of success in a graduate business degree program. In addition to compliance with the policies of the Graduate School, the College of Business considers several indicators of potential for success in graduate business studies including, but not limited to, the following:

- A minimum cumulative GPA of 2.75 (based on a 4.00 system) at the baccalaureate institution, or a minimum cumulative GPA of 2.75 in the last 60 hours of the baccalaureate program, or the completion of 15 or more semester hours of graduate work at an accredited institution with a minimum GPA of 3.20.
- The total score and verbal and quantitative percentiles, and where available the analytical writing assessment (AWA) score, on the GMAT standards set by the individual graduate programs in business.
- Work experience at the post-baccalaureate level, where applicable.
- Leadership and communication skills as documented in a goals statement and resume.
- A minimum of two letters of recommendation.
- Submission of results on the Test of English as a Foreign Language (TOEFL), the International English Language Testing Services (IELTS), or the Pearson Test of English Academic (PET) for all applicants whose native language is not English.

At the discretion of the respective program directors, candidates may be required to come in for an interview or to submit additional materials deemed important in assessing potential for success in graduate business studies.

In addition to the standard requirements for graduate admission to the Graduate School, those interested in pursuing a graduate degree from the College of Business should refer to each College of Business department for their specific graduate degree admission requirements.

International Business

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*Rationale: The Graduate School has made changes to graduate admission requirements, focusing on a more holistic admission. Each department has been asked to review their graduate program-specific admission requirements. Accordingly,*

*admission requirements for each College of Business department offering a graduate degree will be stated within that department's section of the Graduate Catalog, resulting in the elimination of the overall college admission requirements as stated above.*

Other catalog change

2023-2024 Graduate Catalog [LINK](#)

Master of Business Administration

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~~Admission~~

~~Admission to the M.B.A. program is competitive and limited to those who can demonstrate high promise of success. The College of Business considers several indicators of success including, but not limited to, previous academic accomplishments, demonstrated leadership, communication skills, letter of recommendation, and scores on the verbal and quantitative sections of the GMAT. The GMAT is not required for the Executive or One-Year formats. All candidates are expected to have some minimal competencies in computer, mathematics, and communications skills. The College of Business requires other material in addition to that required by the Graduate School for the admission process. Contact the Office of M.B.A. Programs at 866-648-6221 for details.~~

~~NIU University Honors students who graduate with a B.A. or B.S. are guaranteed admission into the Global M.B.A. format as space permits. These students are exempt from the GMAT requirement.~~

**MBA Admission Requirements**

Admission to the MBA program is competitive and limited to those who can demonstrate high promise of success. NIU University Honors students who graduate with a B.A. or B.S. degree are guaranteed admission into the Global MBA format as space permits.

**Requirements for MBA admission are:**

- One professional or academic letter of recommendation. Applicants have the option of submitting up to two professional/academic letters of recommendation.
- Statement of Interest. Applicants are required to submit a two- to three-paragraph statement of interest describing future aspirations, and why they are interested in pursuing the program.
- Professional Resume.
- Work experience is required for the Executive MBA format, the One-Year Chicago MBA format, the One-Year Schaumburg MBA format, and the Online MBA format.
- GMAT
  - The GMAT is not required for the Executive MBA format, the One-Year Chicago MBA format, nor the One-Year Schaumburg MBA format.
  - GMAT waivers for the Online MBA format and the Global MBA format are available if applicants meet one of the following:
    - Undergraduate/bachelor's degree GPA of 3.0 or higher
    - Earned graduate degree
    - Undergraduate GPA of 2.75 or higher, plus one of the following:

- Work experience of 7+ years, or
- Military experience, or
- Professional certification

Credit Requirements



*Rationale: The Graduate School has made changes to graduate admission requirements, focusing on a more holistic admission. Each college/department has been asked to review their graduate program-specific admission requirements, submitting catalog copy to reflect those. The MBA admission requirements are stated above.*

## **DEPARTMENT OF OPERATIONS MANAGEMENT AND INFORMATION SYSTEMS**

Other catalog change

2023-2024 Online Graduate Catalog [LINK](#)

Master of Science in Management Information Systems  
 Department of Operations Management and Information Systems  
 Check department information for any additional requirements.



Phase Two consists of 10 courses, seven of which are required of all majors and three of which consist of elective courses selected by the student with the approval of the academic program coordinator. Whereas the required courses ensure an in-depth exposure to important management information systems issues and technology, the elective courses enable the student to survey related areas or to focus in a particular area of their choice. ~~Moreover, the focus can also be achieved through selecting courses from the Business Analytics Specialization and/or SAP and Business Enterprise Computing Specialization offered in the program.~~



Master of Science in Management Information Systems Program Competencies and Learning Objectives  
 Graduates of the Master of Science in Management Information Systems program are expected to achieve the following program competencies and learning objectives.

Program Core Competencies and Learning Objectives



~~Program Specialization Competencies and Learning Objectives~~

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

- ~~• The student can select appropriate methods for data analysis.~~
- ~~• The student can analyze data to solve business problems.~~

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

- ~~• The student can configure and customize SAP enterprise software to support organizational operations.~~
- ~~• The student can analyze organizational data using SAP business intelligence tools.~~

Phase One

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Phase Two – Required Courses (18)

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Phase Two – Electives (12)

To be selected from the following courses or from among relevant graduate offerings elsewhere in the university with approval of the academic program coordinator.

- OMIS 605 - Independent Study in Information Systems Credits: 1-3
- **OMIS 630 - Python Programming for Business Analytics Credits: 3**
- OMIS 645 - Applied Business Analytics Using SAS Credits: 3
- ↓
- UBUS 585 - Business Consulting Project Credits: 3

~~A specialization is not required to complete the MIS program. But students may choose one or two of the following specializations in the program.~~

~~Specialization in Business Analytics (9)~~

~~The specialization in Business Analytics is for the students to solve complex decision problems in a business environment with a combination of quantitative skills, modeling techniques, and hands-on expertise using current software applications for data-driven decision-making. Students with these skills are in high demand in a variety of industries and sectors including accounting, management, marketing, finance, information systems, operations, health care, engineering, and energy. Equipped with a solid technical foundation in data analysis and model-driven management decision-making, this specialization prepares students for successful careers in this growing field.~~

~~Specialization in Business Analytics consists of the following courses:~~

- ~~OMIS 645 – Applied Business Analytics Using SAS Credits: 3~~
- ~~OMIS 665 – Big Data Analytics for Business Credits: 3~~
- ~~OMIS 670 – Social Media Analytics for Business Credits: 3~~

~~Students who choose this specialization will use the above three courses and one other elective course to serve the Phase Two Elective requirement.~~

~~Specialization in SAP and Business Enterprise Computing (9)~~

~~SAP is the market leader in business enterprise computing software and Business Enterprise Computing is a broad category of technologies, applications, and practices for gathering, storing, accessing, and analyzing enterprise data to support effective business operations. The specialization in SAP and Business Enterprise Computing will allow the students to understand how to run organizations more effectively by improving various business processes and using SAP technology.~~

~~Specialization in SAP and Business Enterprise Computing consists of the following courses:~~

- ~~OMIS 653 – Enterprise Systems Configuration with SAP Credits: 3~~
- ~~OMIS 661 – Business Intelligence Applications and Tools Credits: 3~~
- ~~OMIS 663 – Advanced Business Application Development and Analytics Using SAP Credits: 3~~

~~Students who choose this specialization will use the above three courses and one other elective course to serve the Phase Two Elective requirement.~~

*Rationale: Specializations do not show up in a student's official transcript, creating a frustrating situation for students. Therefore, the decision was made to delete them. The goal of the department is to replace these specializations with industry certification requirements imbedded in courses. Reference to these specializations have been removed from catalog copy.*

*OMIS 630 was added as a new course last year but not originally included as an elective as was the intention then.*

#### Other catalog change

2023-2024 Online Graduate Catalog [LINK](#)

#### ~~Data Analytics Using SAS Software-SAS Joint Certificate Program (12) Certificate of Graduate Study~~

~~Coordinator: Academic Advisor, Department of Operations Management and Information Systems~~

~~This certificate is designed for all graduate students. It helps organizations harness their data and use it to identify new opportunities. That, in turn, leads to smarter business moves, more efficient operations, higher profits and happier customers. The explosion of data isn't new. What has changed is the velocity of growth, the diversity of the data and the imperative to make better use of information to transform the business. Data Analytics has been consistently ranked as one of the top 10 hottest technical areas by the ComputerWorld. This is true across every industry and discipline, including: accounting, management, marketing, finance, information systems, operations, health care, engineering, and energy. Nearly all organizations need talented professionals who understand how to manage data and how to gain clarity from it.~~

~~SAS is the leader in business analytics application software. SAS analytical talent is in short supply and high demand in today's business world. This certificate is a SAS Joint Certificate Program approved by SAS Global Academic Program to prepare students to work in a data-rich environment.~~

~~Students must maintain good academic standing within the university, achieve a minimum grade of a B in each course applied toward the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.~~

~~Students interested in the certificate should apply no later than the beginning of their final semester prior to graduation. Applications are available in the Department of Operations Management and Information Systems.~~

#### ~~Required courses~~

- ~~● OMIS 645 Applied Business Analytics Using SAS Credits: 3~~
- ~~● OMIS 661 Business Intelligence Applications and Tools Credits: 3~~
- ~~● OMIS 665 Big Data Analytics for Business Credits: 3~~
- ~~● OMIS 670 Social Media Analytics for Business Credits: 3~~

*Rationale: The OMIS Department is removing this certificate because we are following the lead of the College of Business Strategic Plan to incorporate industry certifications into key courses. We are also in the process of revising the Master of Science in*

*Management Information Systems and will not be including all of these courses into the new degree requirements.*

*Regarding managing the transition, we fully intend to offer the certificates to students admitted into the College of Business prior to the catalog change in Fall 2024. Our academic advisor has access to admission dates, so student qualifications can be tracked. The number of students pursuing these certificates has not been substantial.*

Other catalog change

2023-2024 Online Graduate Catalog [LINK](#)

Data Science for Business (12)  
Certificate of Graduate Study

Coordinator: Academic Advisor, Department of Operations Management and Information Systems

This certificate is offered in online format and is designed for all majors who would like to provide non-MIS and non-MSDA graduate students seeking to become data science professionals looking with the ability to harness data in new and innovated innovative ways. The use of analytics is accelerating due to technological advancements, exponential growth in data, and increasingly sophisticated application by organizations. Analytics is embedded in all industries, business functions, and employee workflows. Data science professionals are the most advanced analytics professionals. They have advanced, possessing capabilities in programming, data modeling, and machine learning.

The This certificate brings together technology, data, and strategic decision making and prepares students to work in a data-rich environment in making more to make informed and actionable strategic decisions.

Students must maintain good academic standing within the university, achieve a minimum grade of a C in each course applied toward the certificate, and complete all certificate course work within a period of four calendar years. Only courses taken at NIU may be applied toward the certificate. Some courses may have prerequisites that are not part of the certificate curriculum.

Students interested in the certificate should apply no later than the beginning of their final semester prior to graduation. Applications are available in the Department of Operations Management and Information Systems.

Required Courses

- MSDA 645X - Applied Statistics for Business Analytics Using SAS Credits: 3
- MSDA 649 - Data Analytics Programming Credits: 3
- MSDA 681 - Machine Learning and Advanced Predictive Analytics Credits: 3
- MSDA 683X - Business Applications of Text Mining Credits: 3

*Rationale: This certificate was designed for non-MIS and non-MSDA students who are only looking for an NIU graduate certificate instead of a graduate degree; the language is being changed to ensure MIS and MSDA majors do not apply for the certificate. Minor grammatical corrections are also included.*

~~Enterprise Management Using SAP Software (12)  
Certificate of Graduate Study~~

~~Coordinator: Academic Advisor, Department of Operations Management and Information Systems~~

~~This certificate is designed for all working professionals who wish to have a certificate in Enterprise Management using SAP software. Enterprise software is a category of computer programs used to run a business. Enterprise software is designed to solve organization-wide problems, rather than individual departmental problems. The goal for an organization adopting enterprise software is improved productivity and efficiency through better management of its core business processes. The market leader in enterprise software is SAP. A certificate in Enterprise Management Using SAP Software will give working professionals the opportunity to add value to their positions through advanced course work, to obtain credentials necessary to support their current position, and increase employability within the field of enterprise software, particularly in the SAP job market space.~~

~~Students must achieve a minimal grade of B in each course applied toward the certificate requirements. Only courses taken at NIU may be applied toward the certificate. Students interested in the certificate should apply no later than the beginning of their final semester, but they are urged to apply as soon as they begin their course work. Applications are available in the Department of Operations Management and Information Systems.~~

~~Preadmission Requirements~~

- ~~● OMIS 507 Business Information Systems Credits: 2  
OR OMIS 351 Information Systems in Organizations Credits: 3~~

~~Required courses~~

- ~~● OMIS 643 Enterprise Process Improvement with SAP ERP Credits: 3~~
- ~~● OMIS 653 Enterprise Systems Configuration with SAP Credits: 3~~
- ~~● OMIS 661 Business Intelligence Applications and Tools Credits: 3~~
- ~~● OMIS 663 Advanced Business Application Development and Analytics Using SAP Credits: 3~~

*Rationale: The OMIS Department is removing this certificate because we are following the lead of the College of Business Strategic Plan to incorporate industry certifications into key courses. We are also in the process of revising the Master of Science in Management Information Systems and will not be including all of these courses into the new degree requirements.*

*Regarding managing the transition, we fully intend to offer the certificates to students admitted into the College of Business prior to the catalog change in Fall 2024. Our academic advisor has access to admission dates, so student qualifications can be tracked. The number of students pursuing these certificates has not been substantial.*



CEDU

08/29/2023

Other Catalog Change

CEDU23.24.01.01

[2023-2024 Grad Catalog](#)

## **Master of Science in Educational Research, Evaluation, and Assessment**



Check departmental information for any additional requirements. For application links and additional information visit the college page or the NIU Online Page. This 36-semester-hour program is designed to prepare professionals whom are broadly trained in both the theory and practice of qualitative and quantitative research, program evaluation, and assessment/measurement. Students learn to design, conduct, and evaluate educational research and evaluation studies; select and implement suitable qualitative and quantitative data analytic procedures; design and evaluate assessments and other instruments; and relate empirical findings to educational and social science policies and practices. While the program entails a comprehensive and rigorous core curriculum, students may pursue specialized areas of professional interest (e.g., advanced qualitative research design, statistical analysis) through elective courses. Students are prepared for careers as researchers, evaluators, assessment specialists, and data analysts in educational, business, government, and other professional settings, as well as advanced training in social science disciplines.

Students must earn a B- grade or higher in all required courses; otherwise, the course must be retaken. A maximum of 6 semester hours may be repeated for a higher grade. This Course Grade Policy is intended to increase the likelihood that EREA students (a) become proficient in core knowledge and skill areas, (b) are able to complete the capstone requirement, and (c) will be successful researchers, evaluators, and assessors. Students who must repeat a course and do not earn a B- grade or higher during their second time enrolled in the course will be dismissed from the program.

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

*Rationale: MSEREA faculty are committed to fostering student success and preventing failure. The proposed policy (highlighted in yellow) is one of several initiatives undertaken to bring about these desired outcomes. Having such a policy will increase the likelihood that MSEREA students (a) become proficient in core knowledge and skill areas, (b) are able to complete our capstone requirement, and (c) will be successful researchers, evaluators, and assessors in their chosen professions. Including the policy in all public documents pertaining to program requirements (e.g., program handbook, graduate catalog) fosters transparency and conveys the rigorous nature of the MSEREA program.*

*Although the number of students earning less than a B- grade in required coursework and coming to the end of the program unprepared to complete the capstone is minimal (1 in the last 10 years), we desire to have safeguards in place that prevent such from happening. Currently, there is no language in the catalog section for this degree indicating the minimum grades required for core coursework. Thus, adding this language will ensure students who earn less than a B- in a course are identified*

and required to repeat that course (rather than allowed to repeat the course) before progressing to capstone. **Students required to repeat a course will be asked to schedule a meeting with MSEREA faculty to discuss strategies that will help ensure course success.**

**\*the highlights in blue are added rationale to the original proposal**

## Department of Educational Technology, Research and Assessment

Other Catalog Change

**CEDU23.24.01.02**

[2023-2024 Grad Catalog](#)

**DESCRIPTION:** Add MSIT program to GRE exempt list. Admission to

Graduate Study



Examinations Required for



Admission Graduate Record



Examination (GRE)

- Master of Science in Education in Higher Education and Student Affairs (exempt)
- **Master of Science in Education in Instructional Technology (exempt)**

*RATIONALE: The GRE will no longer be required for admission to the Master of Science in Education in Instructional Technology (MSIT) program.*

## Department of Educational Technology, Research and Assessment

Other Catalog Change

**CEDU23.24.01.03**

[2023-2024 Grad Catalog](#)

Add Ph.D. IT program to GRE exempt list.

Admission to Graduate Study



Examinations Required for Admission



Graduate Record Examination (GRE)



- Ph.D. in History (exempt)
- **Ph.D. in Instructional Technology (exempt)**

*RATIONALE: The GRE will no longer be required for admission to the Doctor of*

*Philosophy in Instructional Technology (Ph.D. IT) program.*

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

Other Catalog Change

**CEDU23.24.01.04**

[2023-2024 Grad Catalog](#)

Change to admission language for MSIT program.

Graduate Programs



Master of Science in Education in Instructional



Technology Admissions

**An applicant may submit MAT scores in lieu of GRE scores. GRE, MAT, or GMAT test scores are not required but may be submitted to supplement the academic record if GPA does not fully demonstrate academic ability.**

*Rationale: The GRE/GMAT/MAT requirement may pose a financial barrier to attainment of a graduate degree for some students. We often waive the GRE/GMAT/MAT requirement because traditional sources of evidence (transcripts, letters of recommendation, personal statement, resume) can be sufficient for rendering admissions decisions.*

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

Other Catalog Change

**CEDU23.24.01.05**

[2023-2024 Grad Catalog](#)

Change to admission language for Ph.D. IT program.

Graduate Programs



Doctor of Philosophy in Instructional



Technology Admissions

Admission to the doctoral program requires a master's degree in either instructional technology or another discipline acceptable to the admissions committee. If review of all application materials supports further consideration of the application, the applicant will be expected to submit a writing sample that demonstrates research and writing skills and to participate in a personal interview with the doctoral admissions committee. **GRE or GMAT test scores are not required but may be submitted to supplement the academic record if GPA does not fully demonstrate academic ability.**

*Rationale: The GRE/GMAT requirement may pose a financial barrier to attainment of a graduate degree for some students. We often waive the GRE/GMAT requirement because traditional sources of evidence (transcripts, letters of recommendation, personal statement, resume) can be sufficient for rendering admissions decisions.*

**CEDU**  
**10/03/2023**

## **COLLEGE OF EDUCATION**

### **DEPARTMENT OF COUNSELING AND HIGHER EDUCATION**

Other Catalog Change

CEDU23.24.04.07

[2023-2024 Grad Catalog](#)

#### **Higher Education Administration (12)**

Certificate of Graduate Study

The certificate of graduate study in higher education administration allows students seeking professional careers in higher education to pursue graduate-level study in one or more of the following areas related to two- and four-year institutions of higher education: higher education administration, student personnel services, curriculum development, and teaching.

Students who wish to pursue this certificate of graduate study must complete an application with the academic counselor. Students will need to gain approval from the academic counselor regarding which 9 semester hours from the list below will comprise the course work for the certificate.

#### **Four of the following (12)**

- 
- ~~HESA 555 Seminar in the Community College Credits: 3~~
  - ~~HESA 575 Public Policy Studies in Higher Education Credits: 3~~
  - ~~HESA 590 Workshop in Higher Education and Student Affairs Credits: 1-3~~
  - ~~Workshop must be directly related to higher education and approved by the higher education certificate coordinator.~~
  - ~~HESA 509 Campus Environments and Student Cultures Credits: 3~~
  - ~~HESA 522 College Student Development Theory Credits: 3~~
  - ~~Cannot be used if student is enrolled in adult and higher education master's degree.~~
  - ~~HESA 572 Assessment Methods in Higher Education Credits: 3~~
  - ~~OR ETR 572X Assessment Methods in Higher Education Credits: 3~~
  - ~~Cannot be used if student is enrolled in adult and higher education master's degree.~~
  - ~~HESA 501 Student Affairs Administration and Practice Credits: 3~~
  - ~~HESA 770 The Administration of Higher Education Credits: 3~~
  - ~~HESA 771 Legal Aspects of Higher Education Administration Credits: 3~~
  - ~~HESA 772 Financing Higher Education Credits: 3~~

#### ***Rationale:***

*We wish to remove the certificate in higher education administration as a listed option with the CAHE department. We paused enrollment in the certificate a few years ago due to minimal enrollment. We have had minimal interest in the certificate in the past few years. There are no students currently enrolled in the certificate program.*

## DEPARTMENT OF COUNSELING AND HIGHER EDUCATION

# Doctor of Education in Higher Education

Other Catalog Change

CEDU23.24.04.08

[2023-2024 Grad Catalog](#)

### Application Deadlines

Admission to the doctoral program in higher education is competitive and takes place once a year in the spring. Students are admitted for the fall semester. All materials must be received by the Graduate School and the Department of Counseling, Higher Education and Student Affairs no later than March 1.

### Admission

Admission to the doctoral program requires a master's degree either in adult education, higher education, student affairs or in another discipline acceptable to the admissions committee. Three letters of recommendation are required from professors, employers, or supervisors who can provide supportive evidence of an applicant's professional qualifications and potential. Each applicant must submit a resume/CV and written goals statement. An interview with the higher education admissions committee may be required. The faculty reserves the right to request additional evidence of potential such as assessment letters from higher education faculty. Applicants must contact the admissions committee chair about additional requirements.

In addition to the standard requirements for graduate admissions to the Graduate School at NIU, the doctoral program in higher education has additional requirements for graduate admission. The doctoral program in higher education requires degree-seeking applicants to submit the following materials:

- Transcript showing the successful completion of a master's degree.
- Written statement of goals outlining interests in the program, professional aspirations, and relevant experiences.
- Three letters of recommendation from supervisors or professors who can provide supportive evidence of an applicant's professional qualifications and potential for success in graduate study.
- Copy of current resume/CV indicating at least three years of full-time higher education experiences for the College Teaching and Higher Education Administration specializations or three years of experience in the community college context for the Community College Leadership specialization.

The higher education doctoral program admissions committee reserves the right to request an interview with an applicant with virtual or in-person options.

The doctoral program in higher education admits new graduate students during the fall semester for the College Teaching and Higher Education Administration specializations and during the summer semester for the Community College Leadership specialization, on an annual basis.

Applications for graduate admission into the doctoral program in higher education must be received by the Graduate School no later than March 1. Note, the doctoral program in higher education application deadlines are earlier in the application cycle than the general Graduate School deadlines.

The doctoral program in higher education employs a faculty committee to review completed applications for an admission decision during the spring semester. Applicants are reviewed holistically on their professional experiences, academic preparedness, and preparedness for the doctoral program. Official notifications are released by the Graduate School, once a graduate admission decision has been made.

*Rationale: None of our admission requirements have changed. We would just like to align our language with the requirements from the Graduate School and provide additional details for students interested in applying to our program.*

**DEPARTMENT OF COUNSELING AND HIGHER EDUCATION**

# Master of Science in Education in Higher Education and Student Affairs

[Other Catalog Change  
Catalog](#)

[CEDU23.24.04.09](#)

[2023-2024 Grad](#)

## **Admission**

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

In addition to the standard requirements for graduate admissions to the Graduate School at NIU, the Higher Education and Student Affairs M.S.Ed.

program has additional requirements for graduate admission. The Higher Education and Student Affairs M.S.Ed. program requires degree-seeking applicants to submit the following materials:

- Written statement of goals outlining interests in the program, professional aspirations, and relevant experience.
- Two letters of recommendation from professors or supervisors who can provide supportive evidence of an applicant's professional qualifications and potential for success in graduate study.
- Copy of current resume/CV

The higher education and student affairs admissions committee reserves the right to request an interview with an applicant with virtual or in-person options.

The Higher Education and Student Affairs M.S.Ed. program admits new graduate students during the fall semester, on an annual basis.

The priority application deadline for the Higher Education and Student Affairs M.S.Ed. program is February 1 with rolling admissions until May 1. Note, the Higher Education and Student Affairs M.S.Ed. program deadlines are earlier in the application cycle than the general Graduate School deadlines.

Applicants are reviewed holistically on their academic performance and preparedness for the graduate program. Official notifications are released by the Graduate School, once a graduate admission decision has been made and processed.

*Rationale: None of our admission requirements have changed. We would just like to align our language with the requirements from the Graduate School and provide additional details for students interested in applying to our program.*

## **DEPARTMENT OF SPECIAL AND EARLY EDUCATION**

New Course

**CEDU23.24.04.10**

[2023-24 Grad Catalog](#)

CIP Code: 13.1001

Course Component: Lecture

Title: **SESE 579 - Experimental Analysis of Behavior**

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

Examination of the Experimental Analysis of Behavior (EAB) as the technological foundation of Applied Behavior Analysis. Effects of delivery and scheduling of consequences on acquisition, maintenance, and typography of behavior of human and nonhuman organisms. Emphasis on methodology, measurement, and quantification of

behavior as a means of explaining mechanisms that cause behavior change. Analysis of historical and recent EAB research and implications of findings on applied practice.

*Rationale: We created this course to meet new standards associated with changes in the accreditation process for programs for Board Certified Behavior Analysts.*

**DUPLICATION OF CONTENT:**

Psychology and LEPF (see attached)

**DEPARTMENT OF SPECIAL AND EARLY EDUCATION**

Other Catalog Change

**CEDU23.24.04.11**

[2023-24 Grad Catalog](#)

**Master of Science in Education in Special Education**



**Admission**

In addition to the standard requirements for graduate admission to the Graduate School at NIU, the Special Education programs have additional requirements for graduate admission. Advanced Special Education Practices, Assistive Technology Used by Persons with Visual Impairments, Behavior Analysis, Learning Behavior Specialist I, Orientation and Mobility, Vision Rehabilitation Therapy, and Visual Impairments programs requires degree-seeking applicants to submit the following materials:

- Higher Undergraduate GPA
  - The Special Education programs require a 3.0 GPA, which is higher than the GPA set by the Graduate School.
- Statement of Purpose
  - Your statement of purpose should be approximately 250 to 750 words in length. It should outline your preparation for graduate study in your chosen field, as well as your goals for graduate school and beyond. It should also explain why you believe the program at NIU can best help you meet those goals.
- Letters of Recommendation
  - Two (2) letters of recommendation from individuals speaking to your ability to be successful in the completion of a graduate -level degree program at a large, public institution. Your recommenders should be individuals who have a professional or academic relationship with you as the applicant.

~~From among the applicants satisfying the requirements for admission to the Graduate School, the faculty select those most qualified, ordinarily requiring a GPA of 3.00 or higher for the last two years of undergraduate work.~~



~~Each prospective candidate must have two letters of recommendation from employers, supervisors, or professors and a personal statement describing their reasons for applying to the program and their goals related to special education.~~

*Rationale: We changed the language of the admission statement to follow the Graduate School's new introductory language template*

## **DEPARTMENT OF SPECIAL AND EARLY EDUCATION**

Other Catalog Changes

**CEDU23.24.04.12**

[2023-24 Grad Catalog](#)

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



#### **Admission**

In addition to the standard requirements for graduate admission to the Graduate School at NIU, the Early Childhood Education programs have additional requirements for graduate admission. Early Childhood Education (Initial Licensure), Early Childhood Professional Studies and Practices (Non-Licensure), and Advanced Practices in Early Childhood Education (Subsequent Endorsement) programs requires degree-seeking applicants to submit the following materials:

- **Statement of Purpose**
  - Your statement of purpose should be approximately 250 to 750 words in length. It should outline your preparation for graduate study in your chosen field, as well as your goals for graduate school and beyond. It should also explain why you believe the program at NIU can best help you meet those goals.
- **Letters of Recommendation**
  - Two (2) letters of recommendation from individuals speaking to your ability to be successful in the completion of a graduate -level degree program at a large, public institution. Your recommenders should be individuals who have a professional or academic relationship with you as the applicant.

~~From among the applicants satisfying the requirements for admission to the Graduate School, the faculty select the most qualified, ordinarily requiring a cumulative GPA of 2.75 or higher for undergraduate coursework.~~

~~Each prospective candidate must have two letters of recommendation from employers, supervisors, or professors and a personal statement describing their reasons for applying to the program and their goals related to early childhood education.~~

*Rationale: We changed the language of the admission statement to follow the Graduate School's new introductory language template.*

CEDU

10/03/2023

## COLLEGE OF EDUCATION

### DEPARTMENT OF CURRICULUM AND INSTRUCTION

Course Deletion

CEDU23.24.04.13

[2023-24 Grad Catalog](#)

## Curriculum and Instruction

↓

Hide courses for this department

↓

~~TLCI 515 Connecting Curriculum & Instruction to National Teaching Standards~~

*Rationale: The Common Core State Standards have been an integral part of K-12 education since their development in 2010. School districts have in the intervening period connect their content disciplines to CCSS as well any number of different accrediting bodies and their respective standards, e.g., NAEYC, NCSS, Next Gen, etc. Additionally, this course has not been taught in a significant amount of time; and it is not needed to support regional needs.*

Course Deletion

CEDU23.24.04.14

[2023-24 Grad Catalog](#)

## Curriculum and Instruction

↓

Hide courses for this department

↓

~~TLCI 501—Principles and Concepts of Outdoor Education~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no long existence. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion

CEDU23.24.04.14

[2023-24 Grad Catalog](#)

## Curriculum and Instruction

↓

Hide courses for this department

↓  
~~TLCI 503 — Introduction to Educational Research in Outdoor Education~~

~~Credits: 3~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion

**CEDU23.24.04.16**

[2023-24 Grad Catalog](#)

## Curriculum and Instruction

↓  
Hide courses for this department

↓  
~~TLCI 511 — Advanced Field Experiences in Outdoor Teacher Education~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.17

2023-24 Grad

Curriculum and Instruction

↓

Hide courses for this department

↓

~~TLCI 517—Nature, Art, and Crafts in Outdoor Education~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.18

2023-24 Grad

Curriculum and Instruction

↓

Hide courses for this department

↓

~~TLCI 519—Leisure and the Outdoors~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

## Curriculum and Instruction

↓  
Hide courses for this department

↓  
TLCI 520—Environmental Quality Education

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.20

2023-24 Grad

Curriculum and Instruction

↓  
Hide courses for this department

↓  
TLCI 521—Outdoor Interpretation

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.21

2023-24 Grad

Curriculum and Instruction

↓  
Hide courses for this department

↓  
TLCI 525—Teaching Physical Science in the Outdoors

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.22

2023-24 Grad

Curriculum and Instruction

↓

Hide courses for this department

↓

~~TLCI 526—Teaching Natural Science in the Outdoors~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.23

2023-24 Grad

Curriculum and Instruction

↓

Hide courses for this department

↓

~~TLCI 528—Environmental Restoration Education~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.24

2023-24 Grad

Curriculum and Instruction



Hide courses for this department



~~TLCI 530—Teaching Environmental Ethics~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.25

2023-24 Grad

Curriculum and Instruction



Hide courses for this department



~~TLCI 544—Teaching Energy Alternatives and Energy Conservation~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.26

2023-24 Grad

Curriculum and Instruction



Hide courses for this department



~~TLCI 551—Environmental Education Theory and Practice~~

*Rationale: Formerly, this course had been a required course in the Graduate*

*Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.27

2023-24 Grad

Curriculum and Instruction

↓

Hide courses for this department

↓

~~TLCI 570—Planning and Implementing Outdoor Education Programs~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.28

2023-24 Grad

Curriculum and Instruction

↓

Hide courses for this department

↓

~~TLCI 575—Seminar in Environmental Education~~

*Rationale: Formerly, this course had been a required course in the Graduate Certificate of Study (CGS) in Outdoor Education and one of three foci in the Master of Science in Education in Curriculum and Instruction. This CGS and MS Ed in C & I pathway no longer exists. Additionally, the COE has not employed a faculty member with this expertise in over a decade.*

Course Deletion  
Catalog

CEDU23.24.04.29

2023-24 Grad

Curriculum and Instruction



↓  
*Hide courses for this department*

↓  
~~*TLCI 723—Seminar: Issues in Secondary Education*~~

*Rationale: Formerly, this course had been one of three specializations in the Doctor of Education in Curriculum and Instruction. This specialization no longer exists, and thus there is no longer need for this course, either.*

*Course Deletion  
Catalog*

*CEDU23.24.04.30*

*2023-24 Grad*

*Curriculum and Instruction*

↓  
*Hide courses for this department*

↓  
~~*TLCI 772—Doctoral Colloquium in Secondary Education*~~

*Rationale: Formerly, this course had been one of three specializations in the Doctor of Education in Curriculum and Instruction. This specialization no longer exists, and thus there is no longer need for this course, either.*

**CEET**

**10/06/2023**

|                       |   |                       |           |
|-----------------------|---|-----------------------|-----------|
| <b>Department:</b>    | TECHNOLOGY  | <b>Approval Date:</b> |           |
| <b>UGRAD OR GRAD:</b> | GRAD  | <b>Catalog Year:</b>  | 2024-2025 |
| <b>Course No:</b>     | 517   |                       |           |
| <b>Title:</b>         | <u>Design for Energy Efficiency and Green Materials</u> |                       |           |

|                                 |  |
|---------------------------------|--|
| <b>Meeting #:</b>               |  |
| <b>Meeting Date:</b>            |  |
| <b>Version #:</b>               |  |
| <b>First Submission Date/#:</b> |  |

New Course:

TECH **517**. Design for Energy Efficiency and Green Materials

Overview of energy forms, sources, generation, devices, systems, and materials. Review of the physics of energy transformation and conservation. Energy efficiencies of components and systems

from stationary and transportation sectors. Energy-efficient design in residential, commercial, industrial, and manufacturing systems. Sustainability, environmental impacts, economic and social issues, and global governmental policies. Potential of alternative energy sources. Use of eco-friendly materials to improve efficiency. Topics from an applied perspective of technology practices, management, responsibilities, and policies involved with implementing energy conservation designs.

### Prerequisites & Notes

PRQ: MATH 155 with a C or better; and either both PHYS 150 and PHYS 151, or PHYS 210 Or Consent of Department

Rationale: *By cross listing TECH 417 as TECH 517 it will provide graduate students an expanded list of course options for graduate students to take while not requiring any additional resources. Additional course work including for example extra homework, presentations, projects, and research papers will be required of students registered for the 500 level version of the course.*

|                       |                 |                       |           |
|-----------------------|-----------------|-----------------------|-----------|
| <b>Department:</b>    | TECHNOLOGY      | <b>Approval Date:</b> |           |
| <b>UGRAD OR GRAD:</b> | GRAD            | <b>Catalog Year:</b>  | 2024-2025 |
| <b>Course No:</b>     | 519             |                       |           |
| <b>Title:</b>         | Energy Auditing |                       |           |

|                                 |  |
|---------------------------------|--|
| <b>Meeting #:</b>               |  |
| <b>Meeting Date:</b>            |  |
| <b>Version #:</b>               |  |
| <b>First Submission Date/#:</b> |  |

### New Course:

TECH 519 – Energy Auditing Methods of auditing energy consumption primarily in commercial and industrial operations. Energy auditing provides a means of determining the flow of energy, both productively used and wasted in a given facility. Methods of determining energy consumption through direct measurement and through engineering estimates are covered.

### Prerequisites & Notes

PRQ: MATH 155 with a C or better Or Consent of Department

Rationale: *By cross listing TECH 419 as TECH 519 it will provide graduate students an expanded list of course options for graduate students to take while not requiring any additional resources. Additional course work including for example extra homework, presentations, projects, and research papers will be required of students registered for the 500 level version of the course.*

|                       |   |                       |           |
|-----------------------|---|-----------------------|-----------|
| <b>Department:</b>    | TECHNOLOGY  | <b>Approval Date:</b> |           |
| <b>UGRAD OR GRAD:</b> | GRAD  | <b>Catalog Year:</b>  | 2024-2025 |
| <b>Course No:</b>     | 545   |                       |           |
| <b>Title:</b>         | Industrial Energy Utilization and Environmental Impacts |                       |           |

|                                 |  |
|---------------------------------|--|
| <b>Meeting #:</b>               |  |
| <b>Meeting Date:</b>            |  |
| <b>Version #:</b>               |  |
| <b>First Submission Date/#:</b> |  |

New Course:

TECH 545 – Industrial Energy Utilization and Environmental Impacts Organizational approaches to establish, implement, maintain and improve industrial energy and sustainability, including ISO 50001 energy management systems and lean principles. Approaches apply to all aspects of energy use and enable an organization to take a systematic approach to achieving continual improvement of energy and environmental sustainability performance. Implementation of lean practices prevents pollution, reduces waste and highlights opportunities to reuse. How to define, develop and manage sustainable solutions including core concepts associated with leadership in energy and environmental design (LEED) and greenhouse gas inventory methods are covered. Topics will be discussed from an applied perspective of technology practices, management, responsibilities, and policies.

**Prerequisites & Notes**

PRQ: MATH 155 with a C or better, and CHEM 110 or CHEM 210. Or Consent of Department

Rationale: *By cross listing TECH 445 as TECH 545 it will provide graduate students an expanded list of course options for graduate students to take while not requiring any additional resources. Additional course work including for example extra homework, presentations, projects, and research papers will be required of students registered for the 500 level version of the course.*

|                       |  |                       |            |
|-----------------------|--|-----------------------|------------|
| <b>Department:</b>    | ENGINEERING TECHNOLOGY                         | <b>Approval Date:</b> | 10/10/2023 |
| <b>UGRAD OR GRAD:</b> | GRAD   | <b>Catalog Year:</b>  | 2024-2025  |
| <b>Course No:</b>     | 530  |                       |            |
| <b>Title:</b>         | Microcontroller Systems and Internet of Things |                       |            |

|                                 |  |
|---------------------------------|--|
| <b>Meeting #:</b>               |  |
| <b>Meeting Date:</b>            |  |
| <b>Version #:</b>               |  |
| <b>First Submission Date/#:</b> |  |

Course Revision:

TECH 530. Microcontroller Systems and Internet of Things

Advanced microcontroller-based systems for embedded control applications involving Internet of Things. Topics include microcontroller programming and interfacing, application of microcontrollers in process control, automation, instrumentation, and communication.

**Prerequisites & Notes**

PRQ: TECH 377 or Consent of Department

Rationale: *By cross listing TECH 430 as TECH 530 it will provide graduate students with an expanded list of course options for graduate students to take while not requiring any additional resources. Additional course work including, for example extra homework, presentations, projects, and research papers will be required of students registered for the 500 level version of the course.*

CHHS

09/15/2023

Other Catalog Change

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

2023-2024 Graduate Catalog

## Doctor of Audiology



### Requirements

Students must complete a minimum of 913-935 semester hours from the following.



~~AUD 730 – Global and Humanitarian Audiology Credits: 2~~

#### RATIONALE:

- *AUD 730 – Global and Humanitarian Audiology is not a requirement for practice for individuals with doctors of audiology. We would like to keep it in the course listings as a future course offering, but not as a requirement for students pursuing a Doctor of Audiology degree.*
- *Updated total hours for the requirements to reflect the removal of AUD 730 as a required course.*

CHHS

09/29/2023

## SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS

Other Catalog Change

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

2023-2024 Graduate Catalog

## Doctor of Audiology



### Admission

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 1<sup>st</sup> for summer admission. Applicants will be required to submit a resume/curriculum vitae, submit three letters of recommendation, and answer three essay questions in the CSDCAS application portal. Graduate Records Examination (GRE) scores are not required and will not be evaluated. Only applicants with an undergraduate grade point average (GPA) of 3.0 or greater will be considered. Interested students should view the CSDCAS and Au.D. admission websites.

RATIONALE:

Adding the audiology department admission criteria in the graduate catalog makes our guidelines transparent to prospective students.

**SCHOOL OF INTERDISCIPLINARY HEALTH PROFESSIONS**

Other Catalog Change

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

2023-2024 Graduate Catalog

**Master of Science in Health Sciences**

↓

**Admissions**

To be assured consideration for admission to the master's degree program in Health Sciences, prospective students must submit completed application materials to the Graduate School by the below preferred application deadline. Applications will continue to be reviewed until the program reaches capacity.

Summer admission – June 1

Fall admission – July 15 (May 1, International)

Spring admission – December 1 (October 1, International)

Admissions Checklist:

- Graduate School application
- Baccalaureate or higher degree in a field of study related to health sciences
- A minimum of two letters of recommendation
- A personal goals statement to demonstrate communication skills and specific reasons you wish to pursue the graduate program in health sciences at NIU
- Resume that outlines your education and work experience.

To be admitted to the M.S. in Health Sciences program students must be admitted to the Graduate School and must have obtained a baccalaureate or higher degree in a field of study related to Health Sciences prior to the start of the NIU term for which the student is admitted. Required application materials include: a minimum of two letters of recommendation, a statement of purpose to demonstrate communication skills and interest in the program, and an official GRE score. Scores on the GRE are waived for applicants who earned a bachelor's degree with a GPA of 3.25 or higher from an accredited institution.

The program will assess preparedness and academic potential in the unique context of each student's personal experience and career goals. Admission assessment will consider all achievements, both academic and non-academic, to enroll students with a broad range of characteristics and perspectives. Prospective students may be admitted to begin in the fall or spring semesters.

RATIONALE:

Per the graduate school, application requirements will be removed from the general section of the catalog. The program page was updated to reflect admission requirements and to reduce redundancy to the Graduate Catalog.

Other Catalog Change

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

2023-2024 Graduate Catalog

## **Master of Science in Rehabilitation Counseling**



### **Admission**

To be assured consideration for admission to the master's degree program in Rehabilitation Counseling, prospective students must submit completed application materials to the Graduate School by the below application deadline. Applications will continue to be reviewed until the program reaches capacity.

Summer admission – February 1

Fall admission – February 1

Spring admission – September 1

Application materials include the following:

- Graduate School application
- Transcripts (not required for current or former NIU students; unofficial copies are accepted for admission purposes). Official transcripts and proof of degree are required once you are admitted
- Personal goals statement
  - The specific reasons you wish to pursue the graduate program in rehabilitation counseling at NIU
  - Your career goals and how earning a degree in rehabilitation counseling relates to those career goals
  - Steps you have taken or will take to make sure your academic performance in our program is exemplary
- Two letters of recommendation. Provide the names and email addresses of the letter writers.
- Resume. Submit a resume that outlines your education, work experience, and other achievements.

The rehabilitation counseling admissions committee will select qualified applicants to participate in pre-admission interviews. Committee members will look for your ability to demonstrate:

- Relevance of career goals/commitment to working with people with disabilities
- Aptitude for graduate-level study
- Potential success in forming effective counseling relationships
- Respect for cultural differences

Rehabilitation counseling admits students each term. For qualified applicants to the program, a pre-admission interview must be completed before a final admission decision is made. The application deadline is February 1 for the fall and summer terms and September 1 for the spring term. To be assured consideration for admission in the master's degree program in rehabilitation counseling, prospective students must submit completed application materials (application forms, official transcripts, and letters of recommendation) to the graduate school by the stated application deadline.

Prospective students who fail to meet the GPA requirement for admission may request special consideration for their applications. Such requests must be in writing, must include compensatory evidence related to the deficiency, and should accompany the application for admission to the Graduate School. Final decisions regarding admissions

are made by the program's admissions committee on the basis of a total profile of an applicant's qualifications.

A maximum of 12 semester hours of student-at-large credit may be applied to degree requirements. In addition, the maximum combined total student-at-large hours plus transfer credit may not exceed 12 semester hours.

An accelerated B.S. in Rehabilitation and Disability Services/M.S. in Rehabilitation Counseling program is available. See *Undergraduate Catalog* for requirements.

**RATIONALE:**

The Graduate School is removing most application requirements from the general section of the catalog. Therefore, prospective applicants will need to locate program admission requirements at each program's description in the catalog. The proposed changes add specific program admission requirements and reduces redundancy to the Graduate Catalog.

**CHHS**

**10/06/2023**

**SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS**

New Course

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

2023-2024 Graduate Catalog

CIP CODE: 15.0201

Course Component: FLD (Field Studies)

COMD 695. Comprehensive Examination in Speech-Language Pathology (1)

Fulfilled by demonstration of competency in theoretical and clinical applications across the speech-language pathology curriculum. S/U grading. PRQ: Consent of school.

**RATIONALE:**

Students need to be enrolled in credit-bearing coursework during their comprehensive examination period. This course would facilitate students' progress toward graduation for students on the typical course sequence and off-sequence. Additionally, having a comprehensive examination course on student transcripts makes it clearer to accreditors, licensing bodies, and future employers that the students passed the required summative assessment.

Course Revision

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

2023-2024 Graduate Catalog

COMD 644. Stuttering ~~Management and Remediation~~ (3~~1~~)

In-depth examination of the evaluation and treatment of stuttering including **onset and development, theory, treatment principles**, management techniques for indirect therapy with parents and issues **factors** that affect decisions for treatment. PRQ: Admission to speech-language pathology graduate program or consent of school.

**RATIONALE:**

The course description has been modified to reflect current terminology in the profession.

Some assessment content from this course was moved to the new course COMD 601, Principles of Assessment in Communicative Disorders, when it was introduced. The content necessary to meet minimal competency knowledge standards for the Certificate of Clinical Competence from the American-Speech-Language-Hearing Association can now be covered in 1 credit hour.

## **SCHOOL OF NURSING**

New Course

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

2023-2024 Graduate Catalog

CIP CODE: 51.3808

Course Component: LEC (Lecture)

NURS 609. Advanced Clinical Concepts: Pathophysiology, Pharmacology, & Physical Assessment (3)

The course provides a foundation for students pursuing advanced roles in nursing to enhance their clinical assessment and critical thinking skills to contribute to patient care. The focus of this course is on the application of advanced principles of physiology/pathophysiology, pharmacology, and physical assessment. Emphasis on comprehensive physical, psychosocial, and cultural assessments across the lifespan. PRQ: Consent of school

### **RATIONALE:**

The proposed course combines Pharmacology, Pathophysiology and Physical Assessment into one course. Courses like this are used by many other programs for non-Nurse Practitioner tracks. This new course would provide a foundation for students pursuing advanced roles in nursing to enhance their clinical judgment and problem solving skills.

This course will be part of the curriculum for BS- DNP tracks in Educational Leadership and Healthcare Leadership. According to the CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018) graduate programs that have a direct care focus but are not Nurse Practitioner education programs (e.g., nurse educator and clinical nurse leader) must incorporate graduate-level content in pathophysiology, pharmacology, and physical assessment.

New Course

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

2023-2024 Graduate Catalog

CIP CODE: 51.3808

Course Component: LEC (Lecture)

NURS 643. Advanced Nursing Leadership Clinical Practicum (4)

This practicum provides the student with an opportunity to work closely with a leader in a health care setting. The student applies leadership skills and theoretical knowledge from previous courses into the practice setting. The role of a leader is explored in the context of the changing health care environment. In addition, the student works on



agency designated projects, and presents the process and results of a completed project. PRQ: Consent of school

**RATIONALE:**

This course will be part of the Educational Leadership DNP track and Healthcare Leadership DNP track. Students are required to complete 1000 hours of clinical practicum to complete their DNP degree and we currently do not have a clinical course suitable for students in the DNP leadership tracks. This course will allow students to complete a portion of the required clinical hours. The proposed new course will fill that gap.

The proposed new course will focus on the development of the nurse leader through the application of leadership theory and research in improving the delivery and/or outcomes of health care. Clinical experiences will include activities such as assessment and evaluation of aggregate patient outcomes, case management and service integration, unit, and interdisciplinary team leadership, teaching and mentoring of staff. An evidence-based practice project will be included in the practicum.

This course aligns with many AACN Essential competencies in Domains 1-10.

New Course

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

2023-2024 Graduate Catalog

CIP CODE: 51.2818

Course Component: LEC (Lecture)

NURS 707. Introduction to Quality and Safety in Healthcare (3)

The course provides students with a broad overview of patient safety and the principles and tools of quality improvement. The content addresses the patient safety movement, quality and safety in high-reliability organizations, as well as the role of various stakeholder groups in impacting quality and safety. National initiatives and agencies responsible for quality outcome measures and organizational accountability will be explored. PRQ: None

**RATIONALE:**

This course will be part of the Educational Leadership DNP track and Healthcare Leadership DNP track. Courses for these tracks align with American Organization for Nursing Leadership (AONL) Nurse Leader Competency Model as they are both leadership based. There are existing courses within nursing or other disciplines in the college/university that align with the AONL competency areas except for safety and quality. The proposed new course will fill that gap.

The proposed new course on quality, safety and outcomes will include content such as the identification of patient safety issues, essential elements of safety culture, development of high reliability organizations, examination of different approaches to support quality improvement and external quality and safety measures and associated performance data.

This course aligns with the American Association of Colleges of Nursing (AACN) Essential Domain 5: Quality and Safety, several competency areas in Domain 1: Knowledge for Nursing Practice, Domain 6: Interprofessional Partnerships, Domain 7: Systems-based Practice, Domain 8: Informatics and Healthcare Technologies, Domain 9: Professionalism, Domain 10: Personal, Professional and Leadership Development.

As we realign the curriculum based on the AACN Essentials (2021) and the CCNE accreditation standards, this course could potentially be used throughout the master's and DNP programs.

Other Catalog Change

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

2023-2024 Graduate Catalog

## SCHOOL OF NURSING



### **Doctor of Nursing Practice (Post Bachelor's)**

The Doctor of Nursing Practice (D.N.P.) is a doctoral degree that prepares nurses a) to practice in an advanced nursing role in a specialization and b) to lead innovative, evidence-based practice initiatives that positively impact quality improvements and outcomes in healthcare systems. There are 3 specializations for the post-bachelor's DNP: Family Nurse Practitioner, Educational Leadership and Healthcare Leadership. The Family Nurse Practitioner tracks prepares DNP graduates to be leaders in primary care by developing clinical expertise in managing health and illness across the lifespan within diverse settings. This track allows graduates to address healthcare issues affecting individuals and communities by implementing evidence-based interventions to create healthier individuals and communities.

The Educational Leadership track prepares DNP graduates to be educational leaders in healthcare facilities, community organizations or academic institutions. The focus is on the continuum of education in nursing beginning with educating nursing students in academic settings to professional development of nurses in a healthcare setting to health promotion and disease prevention activities for patients and communities.

The Healthcare Leadership track prepares DNP graduates to lead complex healthcare systems in multiple settings, including primary care, acute care, academic, professional, governmental, accrediting agencies, and nonprofits. Nurses in administrative roles and those seeking administrative roles would benefit from a DNP with a track in healthcare leadership.

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

Check departmental information for additional requirements.

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

Admission



Post-Bachelor's Degree D.N.P.:



Eligibility to Apply



Application Components



Course Requirements (72-77)

Post bachelor's degree D.N.P. students must complete the curriculum for an advanced role as an Adult Gerontology Clinical Nurse Specialist, Adult Gerontology Primary Care Nurse Practitioner, or Family Nurse Practitioner in addition to completing the minimum 33 credits of D.N.P. courses:

Core Courses Required for all Post Bachelor's D.N.P. Students (17)

- ~~ETR 521 – Educational Statistics I Credits: 3~~
  - ~~—OR PHHE 605 – Biostatistics in Public Health Credits: 3~~
  - ~~—OR BIOS 670 – Biostatistical Analysis Credits: 3~~
  - ~~NURS 601 – Transition to Graduate Level Nursing Credits: 2~~
  - ~~NURS 602 – Advanced Pathophysiology across the Lifespan Credits: 3~~
  - ~~NURS 604 – Advanced Evidence based Practice in Nursing Credits: 3~~
  - ~~NURS 605 – Advanced Pharmacology across the Lifespan Credits: 3~~
  - ~~NURS 606 – Advanced Physical Assessment across the Lifespan Credits: 2~~
  - ~~NURS 607 – Lab: Advanced Physical Assessment across the Lifespan Credits: 1~~
- One of the following specializations (22-24)

Advanced Practice Nursing (APN) Core Courses Requirements for all APN Students (4)

- ~~NURS 608 – Diagnostic Reasoning Credits: 2~~
  - ~~NURS 650 – Primary Care: Women across the Lifespan Credits: 1~~
- Two of the following (1)

- ~~NURS 681 – X ray Interpretation Credits: .5~~
  - ~~NURS 682 – Suturing Credits: .5~~
  - ~~NURS 684 – Electrocardiogram Interpretation Credits: .5~~
  - ~~NURS 685 – Orthopedic Skills and Office Procedures Credits: .5~~
  - ~~NURS 686 – Billing and Coding Processes Credits: .5~~
- Specialization as a Family Nurse Practitioner (19)

- ~~NURS 651 – Primary Care: Infant, Child, and Adolescent Credits: 3~~
  - ~~NURS 652 – Primary Care: Adult Credits: 3~~
  - ~~NURS 653 – Internship: Infant, Child, and Adolescent Credits: 1-4~~
  - ~~NURS 654 – Primary Care: Women during Reproduction Credits: 1~~
  - ~~NURS 663 – Internship: Adults Across the Lifespan with an Emphasis on Women Credits: 1-4~~
  - ~~NURS 673 – Internship: Adults Across the Lifespan Credits: 1-4~~
- D.N.P. Component Courses (21)

- ~~NURS 700 – Introduction to the DNP Project Credits: 1~~
  - ~~NURS 701 – Advanced Nursing Leadership Credits: 3~~
  - ~~NURS 702 – Translation of Evidence into Practice Credits: 3~~
  - ~~NURS 704 – Population Health Credits: 3~~
  - ~~NURS 705 – Advanced Nursing Ethics Credits: 2~~
  - ~~NURS 706 – Informatics for Evidence Based Nursing Credits: 3~~
  - ~~UHHS 740 – Data Analysis in the Health Sciences Credits: 3~~
  - ~~PHHE 615 – Health Systems & Policy Credits: 3~~
- Scholarly Project Courses for D.N.P. (12-15)

- ~~NURS 710 – DNP Project I: Development and Implementation Credits: 3~~
- ~~NURS 730 – DNP Project II: Project Evaluation Credits: 3~~

- NURS 743 – DNP Project Practicum Credits: 1-3 credit hours per semester. Students must complete minimum of 6 credit hours over minimum of 3 semesters prior to graduation. May be repeated as needed to meet needs of project and minimum clinical hours required by AACN.

## **BS-DNP with Family Nurse Practitioner (FNP) Specialization (73)**

### **Core Courses (5)**

- ETR 521 - Educational Statistics I Credits: 3
- OR PHHE 605 - Biostatistics in Public Health Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- NURS 601 - Transition to Graduate-Level Nursing Credits: 2

### **FNP Specialization Courses (35)**

- NURS 602 - Advanced Pathophysiology across the Lifespan Credits: 3
- NURS 604 - Advanced Evidence-based Practice in Nursing Credits: 3
- NURS 605 - Advanced Pharmacology across the Lifespan Credits: 3
- NURS 606 - Advanced Physical Assessment across the Lifespan Credits: 2
- NURS 607 - Lab: Advanced Physical Assessment across the Lifespan Credits: 1
- NURS 608 - Diagnostic Reasoning Credits: 2
- NURS 650 - Primary Care: Women across the Lifespan Credits: 1
- NURS 651 - Primary Care: Infant, Child, and Adolescent Credits: 3
- NURS 652 - Primary Care: Adult Credits: 3
- NURS 653 - Internship: Infant, Child, and Adolescent Credits: 4
- NURS 654 - Primary Care: Women during Reproduction Credits: 1
- NURS 663 - Internship: Adults Across the Lifespan with an Emphasis on Women Credits: 4
- NURS 673 - Internship: Adults Across the Lifespan Credits: 4

Two of the following (1 credit hour total)

- NURS 681 - X-ray Interpretation Credits: .5
- NURS 682 - Suturing Credits: .5
- NURS 684 - Electrocardiogram Interpretation Credits: .5
- NURS 685 - Orthopedic Skills and Office Procedures Credits: .5
- NURS 686 - Billing and Coding Processes Credits: .5

### **DNP Core Courses (21)**

- NURS 700 - Introduction to the DNP Project Credits: 1
- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 702 - Translation of Evidence into Practice Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 705 - Advanced Nursing Ethics Credits: 2
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3
- UHHS 740 - Data Analysis in the Health Sciences Credits: 3
- PHHE 615 - Health Systems & Policy Credits: 3

### **DNP Project Courses (12)**

- NURS 710 - DNP Project I: Development and Implementation Credits: 3
- NURS 730 - DNP Project II: Project Evaluation Credits: 3
- NURS 743 - DNP Project Practicum Credits: 1-3 credit hours per semester. Students must complete minimum of 6 credit hours over minimum of 3 semesters prior to graduation. May be repeated as needed to meet needs of project and minimum clinical hours required by AACN.

## **BS-DNP with Educational Leadership Specialization (66)**

### **Core Courses (5)**

- ETR 521 - Educational Statistics I Credits: 3
- OR PHHE 605 - Biostatistics in Public Health Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- NURS 601 - Transition to Graduate-Level Nursing Credits: 2

### **Educational Leadership Specialization Courses (28)**

- NURS 603 - Nursing Education Practicum: Direct Care Credits: 2
- NURS 609 - Advanced Clinical Concepts: Pathophysiology, Pharmacology, & Physical Assessment Credits: 3
- NURS 621 - Foundations in Nursing Education I Credits: 3
- NURS 622 - Foundations in Nursing Education II Credits: 4
- NURS 623 - Nursing Education Practicum: Classroom Setting Credits: 3
- NURS 643 – Advanced Nursing Leadership Clinical Practicum Credits: 4
- PHHE 621 – Theories and Principles of Health Promotion Credits: 3

### **Electives (6)**

\*other electives to be considered with approval of the Graduate Director

- NURS 707 - Introduction to Quality and Safety in Healthcare Credits: 3
- HCSI 530 – Working in Diverse Populations in Health and Human Sciences Credits: 3
- MGMT 635 – Managing Individuals, Teams, and Organizations Credits: 3
- PHHE 603 – Behavioral and Social Aspects of Public Health Credits: 3
- PHHE 631 – Community Health Promotion Programs Credits: 3

### **DNP Core Courses (21)**

- NURS 700 - Introduction to the DNP Project Credits: 1
- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 702 - Translation of Evidence into Practice Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 705 - Advanced Nursing Ethics Credits: 2
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3
- UHHS 740 - Data Analysis in the Health Sciences Credits: 3
- PHHE 615 - Health Systems & Policy Credits: 3

### **DNP Project Courses (12)**

- NURS 710 - DNP Project I: Development and Implementation Credits: 3
- NURS 730 - DNP Project II: Project Evaluation Credits: 3
- NURS 743 - DNP Project Practicum Credits: 1-3 credit hours per semester.

Students must complete minimum of 6 credit hours over minimum of 3 semesters prior to graduation. May be repeated as needed to meet needs of project and minimum clinical hours required by AACN.

### **BS-DNP with Healthcare Leadership Specialization (64)**

#### **Core Courses (5)**

- ETR 521 - Educational Statistics I Credits: 3
- OR PHHE 605 - Biostatistics in Public Health Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- NURS 601 - Transition to Graduate-Level Nursing Credits: 2

#### **Healthcare Leadership Specialization Courses (26)**

- NURS 609 - Advanced Clinical Concepts: Pathophysiology, Pharmacology, & Physical Assessment Credits: 3
- NURS 643 – Advanced Nursing Leadership Clinical Practicum Credits: 4
  - must be taken twice for 8 credit hours.
- NURS 707 – Introduction to Quality and Safety in Healthcare Credits: 3

- PHHE 651 – Health Economics for Health Service Managers Credits: 3
- PHHE 653 - Financial Decision Making for Health Services Managers Credits: 3

#### **Electives (6)**

\*other electives to be considered with approval of the Graduate Director

- GERO 518 - Social Policy and Advocacy in Aging Credits: 3
- GERO 568 - Leadership in Agency Services Credits: 3
- HCSI 530 – Working in Diverse Populations in Health and Human Sciences Credits: 3
- HCSI 640 – Communication for Health Professionals Credits: 3
- MGMT 619 - Negotiation and Conflict Management Credits: 3
- MGMT 635 – Managing Individuals, Teams, and Organizations Credits: 3
- PHHE 607 – Public Health and Health Services Management Credits: 3
- PHHE 621 – Theories and Principles in Health Promotion Credits: 3
- PHHE 655 – Human Resource Management in the Health Care Setting Credits: 3

#### **DNP Core Courses (21)**

- NURS 700 - Introduction to the DNP Project Credits: 1
- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 702 - Translation of Evidence into Practice Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 705 - Advanced Nursing Ethics Credits: 2
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3
- UHHS 740 - Data Analysis in the Health Sciences Credits: 3
- PHHE 615 - Health Systems & Policy Credits: 3

#### **DNP Project Courses (12)**

- NURS 710 - DNP Project I: Development and Implementation Credits: 3
- NURS 730 - DNP Project II: Project Evaluation Credits: 3
- NURS 743 - DNP Project Practicum Credits: 1-3 credit hours per semester. Students must complete minimum of 6 credit hours over minimum of 3 semesters prior to graduation. May be repeated as needed to meet needs of project and minimum clinical hours required by AACN.

#### **RATIONALE:**

The DNP program at NIU has degree paths for nurses who currently hold a bachelor's (BS) or a master's (MS) degree. The BS-DNP option is limited to the Family Nurse Practitioner track. The MS-DNP option is more broadly focused and includes students who are nurse practitioners, administrators, and educators. While our MS-DNP track is enrolling a diverse group of students, there is a distinct difference in the skills needed for clinicians, educators, and administrators. Developing tracks in these functional areas can better prepare DNP nurses to meet the needs of their chosen career path (Minnick et al., 2019).

The need for these tracks aligns with the demographic of nurses enrolling in DNP programs. This includes master's prepared clinicians and administrators choosing online post-MS-DNP programs focusing on executive leadership and/or education, nurses holding BS in nursing degrees enrolling in DNP programs to become system leaders, and BS prepared nurses enrolling in DNP programs to become advanced practice nurses (McCauley et al., 2020). Expanding our program offerings has the potential to attract additional students.

The 2 additional tracks are a BS-DNP Educational and BS-DNP in Healthcare Leadership. The BS-DNP in Educational Leadership will prepare DNP graduates to be educational leaders in healthcare facilities, community organizations or academic institutions. The proposed track is

interdisciplinary and will include core and elective classes from healthcare related disciplines. The focus will be on the continuum of education in nursing beginning with educating nursing students in academic settings to professional development of nurses in a healthcare setting to health promotion and disease prevention activities for patients and communities.

In 2018, 60% (4232) of DNP graduates entered full-time positions in schools of nursing, rather than bedside or clinical positions (American Association of Colleges of Nursing (AACN) 2019 as cited by McCauley et al., 2020). While there is no data available to determine if these graduates specialized in nursing education, an internet search for DNP Programs with nurse education/educational leadership tracks indicated that there were few programs nationwide and only 2 programs in Illinois: Governor's State University and University of St. Francis. By offering a track in Educational Leadership, NIU will be the only state school in Illinois with this track and one of three schools in northern Illinois to offer it. A strength of our nursing program is that we have a Master of Science with a Nurse Education Track as well as faculty who can teach in this area.

The BS-DNP in Healthcare Leadership track prepares DNP graduates to lead complex healthcare systems in multiple settings, including primary care, acute care, academic, professional, governmental, accrediting agencies, and nonprofits. Nurses in administrative roles and those seeking administrative roles would benefit from a DNP with a track in healthcare leadership.

The proposed track is interdisciplinary and will include core and elective classes from healthcare related disciplines. These courses will enhance the track by allowing students to make connections between ideas and concepts across different disciplines. Healthcare is multidisciplinary so it will also provide students with the transferable skills of working with others in the industry as well as foster relationships across disciplines. The courses chosen align with the American Organization for Nursing Leadership Nurse Leader Competency Model.

Nurses in administrative roles and those seeking administrative roles would benefit from a DNP with a track in healthcare leadership. There are a number of universities in the Chicago area that offer a DNP track in Healthcare Leadership however the School of Nursing receives many inquiries about a leadership track so offering one could increase enrollment since at this time, students must go elsewhere.

The courses listed below are new courses for the DNP program. All have been approved by the respective departments. There are several interdisciplinary courses (UHHS 740, PHHE 615, ETR 521, PHHE 605 and BIOS 670) that are not new courses. Those courses have been used in the DNP program since inception.

The program page for this program was reorganized to make it easier for students to understand the coursework for the specific track. The core courses are the same for all specializations. Each specialization outlines their specific courses.

[Other Catalog Change](#)

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

2023-2024 Graduate Catalog

## **SCHOOL OF NURSING**



## Doctor of Nursing Practice (Post Master's)



The Doctor of Nursing Practice (D.N.P.) is a doctoral degree that prepares nurses to practice in an advanced nursing role and to lead innovative, evidence-based practice initiatives that positively impact quality improvements and outcomes in healthcare systems. There are 3 specializations for the post-bachelor's DNP: Family Nurse Practitioner, Educational Leadership and Healthcare Leadership.

The Family Nurse Practitioner tracks prepares DNP graduates to be leaders in primary care by developing clinical expertise in managing health and illness across the lifespan within diverse settings. This track allows graduates to address healthcare issues affecting individuals and communities by implementing evidence-based interventions to create healthier individuals and communities.

The Educational Leadership track prepares DNP graduates to be educational leaders in healthcare facilities, community organizations or academic institutions. The focus is on the continuum of education in nursing beginning with educating nursing students in academic settings to professional development of nurses in a healthcare setting to health promotion and disease prevention activities for patients and communities.

The Healthcare Leadership track prepares DNP graduates to lead complex healthcare systems in multiple settings, including primary care, acute care, academic, professional, governmental, accrediting agencies, and nonprofits. Nurses in administrative roles and those seeking administrative roles would benefit from a DNP with a track in healthcare leadership.

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

Check departmental information for additional requirements.

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

### Admission



Post-Master's Degree D.N.P.:



Eligibility to Apply



Application Components



Course Requirements (33-36)



All students are required to complete the D.N.P. degree leadership component, which is a minimum of 33 semester hours of graduate course work at NIU, beyond the graduate credits earned toward a master's degree. The D.N.P. leadership component courses will be offered on a part-time basis for six semesters over three years.

### Core Courses Required for all Post-Master's D.N.P. Students (21)

MS-DNP without specialization (33-36)

### **DNP Core Courses (21)**

- NURS 700 - Introduction to the DNP Project Credits: 1



- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 702 - Translation of Evidence into Practice Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 705 - Advanced Nursing Ethics Credits: 2
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3
- PHHE 615 - Health Systems & Policy Credits: 3
- UHHS 740 - Data Analysis in the Health Sciences Credits: 3

#### **DNP Project Courses (12-15)**

- NURS 710 - DNP Project I: Development and Implementation Credits: 3
- NURS 730 - DNP Project II: Project Evaluation Credits: 3
- NURS 743 - DNP Project Practicum Credits: 1-3 credit hours per semester. Students must complete minimum of 6 credit hours over minimum of 3 semesters prior to graduation. May be repeated as needed to meet needs of project and minimum clinical hours required by AACN.

#### **MS-DNP with Educational Leadership Specialization (48-51)**

##### **Educational Leadership Specialization Courses (15)**

- NURS 603 - Nursing Education Practicum: Direct Care Credits: 2
- NURS 621 - Foundations in Nursing Education I Credits: 3
- NURS 622 - Foundations in Nursing Education II Credits: 4
- NURS 623 - Nursing Education Practicum: Classroom Setting Credits: 3

##### **Electives (3)**

- NURS 707 – Introduction to Quality and Safety in Healthcare Credits: 3
- HCSI 530 – Working in Diverse Populations in Health and Human Sciences Credits: 3
- PHHE 603 – Behavioral and Social Aspects of Public Health Credits: 3
- PHHE 621 – Theories and Principles in Health Promotion Credits: 3
- PHHE 631 – Community Health Promotion Programs Credits: 3

##### **DNP Core Courses (21)**

- NURS 700 - Introduction to the DNP Project Credits: 1
- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 702 - Translation of Evidence into Practice Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 705 - Advanced Nursing Ethics Credits: 2
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3
- UHHS 740 - Data Analysis in the Health Sciences Credits: 3
- PHHE 615 - Health Systems & Policy Credits: 3

##### **DNP Project Courses (12-15)**

- NURS 710 - DNP Project I: Development and Implementation Credits: 3
- NURS 730 - DNP Project II: Project Evaluation Credits: 3
- NURS 743 - DNP Project Practicum Credits: 1-3 credit hours per semester. Students must complete minimum of 6 credit hours over minimum of 3 semesters prior to graduation. May be repeated as needed to meet needs of project and minimum clinical hours required by AACN.

#### **MS-DNP with Healthcare Leadership Specialization (42-45)**

##### **Healthcare Leadership Specialization Courses (9)**

- NURS 707 – Introduction to Quality and Safety in Healthcare Credits: 3
- PHHE 653 - Financial Decision Making for Health Services Managers Credits: 3

##### **One of the following (3)**

- [GERO 518 - Social Policy and Advocacy in Aging](#) Credits: 3
- [GERO 568 - Leadership in Agency Services](#) Credits: 3
- [HCSI 530 – Working in Diverse Populations in Health and Human Sciences](#) Credits: 3
- [HCSI 640 – Communication for Health Professionals](#) Credits: 3
- [MGMT 619 - Negotiation and Conflict Management](#) Credits: 3
- [MGMT 635 – Managing Individuals, Teams, and Organizations](#) Credits: 3
- [PHHE 607 – Public Health and Health Services Management](#) Credits: 3
- [PHHE 621 – Theories and Principles in Health Promotion](#) Credits: 3
- [PHHE 651 – Health Economics for Health Service Managers](#) Credits: 3
- [PHHE 655 – Human Resource Management in the Health Care Setting](#) Credits: 3

#### **DNP Core Courses (21)**

- [NURS 700 - Introduction to the DNP Project](#) Credits: 1
- [NURS 701 - Advanced Nursing Leadership](#) Credits: 3
- [NURS 702 - Translation of Evidence into Practice](#) Credits: 3
- [NURS 704 - Population Health](#) Credits: 3
- [NURS 705 - Advanced Nursing Ethics](#) Credits: 2
- [NURS 706 - Informatics for Evidence-Based Nursing](#) Credits: 3
- [UHHS 740 - Data Analysis in the Health Sciences](#) Credits: 3
- [PHHE 615 - Health Systems & Policy](#) Credits: 3

#### **DNP Project Courses (12-15)**

- [NURS 710 - DNP Project I: Development and Implementation](#) Credits: 3
- [NURS 730 - DNP Project II: Project Evaluation](#) Credits: 3
- [NURS 743 - DNP Project Practicum](#) Credits: 1-3 credit hours per semester. Students must complete minimum of 6 credit hours over minimum of 3 semesters prior to graduation. May be repeated as needed to meet needs of project and minimum clinical hours required by AACN.

#### **RATIONALE:**

The DNP program at NIU has degree paths for nurses who currently hold a bachelor's (BS) or a master's (MS) degree. The BS-DNP option is limited to the Family Nurse Practitioner track. The MS-DNP option is more broadly focused and includes students who are nurse practitioners, administrators, and educators. While our MS-DNP track is enrolling a diverse group of students, there is a distinct difference in the skills needed for clinicians, educators, and administrators. Developing tracks in these functional areas can better prepare DNP nurses to meet the needs of their chosen career path (Minnick et al., 2019).

The need for these tracks aligns with the demographic of nurses enrolling in DNP programs. This includes master's prepared clinicians and administrators choosing online post-MS-DNP programs focusing on executive leadership and/or education, nurses holding BS in nursing degrees enrolling in DNP programs to become system leaders, and BS prepared nurses enrolling in DNP programs to become advanced practice nurses (McCauley et al., 2020). Expanding our program offerings has the potential to attract additional students.

The 2 additional tracks are a MS-DNP Educational and MS-DNP in Healthcare Leadership. The MS-DNP in Educational Leadership will prepare DNP graduates to be educational leaders in healthcare facilities, community organizations or academic institutions. The proposed track is interdisciplinary and will include core and elective classes from healthcare related disciplines. The focus will be on the continuum of

education in nursing beginning with educating nursing students in academic settings to professional development of nurses in a healthcare setting to health promotion and disease prevention activities for patients and communities.

In 2018, 60% (4232) of DNP graduates entered full-time positions in schools of nursing, rather than bedside or clinical positions (American Association of Colleges of Nursing (AACN) 2019 as cited by McCauley et al., 2020). While there is no data available to determine if these graduates specialized in nursing education, an internet search for DNP Programs with nurse education/educational leadership tracks indicated that there were few programs nationwide and only 2 programs in Illinois: Governor's State University and University of St. Francis. By offering a track in Educational Leadership, NIU will be the only state school in Illinois with this track and one of three schools in northern Illinois to offer it. A strength of our nursing program is that we have a Master of Science with a Nurse Education Track as well as faculty who can teach in this area.

The Healthcare Leadership track prepares DNP graduates to lead complex healthcare systems in multiple settings, including primary care, acute care, academic, professional, governmental, accrediting agencies, and nonprofits. Nurses in administrative roles and those seeking administrative roles would benefit from a DNP with a track in healthcare leadership..

The proposed track is interdisciplinary and will include core and elective classes from healthcare related disciplines. These courses will enhance the track by allowing students to make connections between ideas and concepts across different disciplines. Healthcare is multidisciplinary so it will also provide students with the transferable skills of working with others in the industry as well as foster relationships across disciplines. The courses chosen align with the American Organization for Nursing Leadership Nures Leader Competency Model.

Nurses in administrative roles and those seeking administrative roles would benefit from a DNP with a track in healthcare leadership. There are a number of universities in the Chicago area that offer a DNP track in Healthcare Leadership however the School of Nursing receives many inquiries about a leadership track so offering one could increase enrollment since at this time, students must go elsewhere.

The program page for this program was reorganized to make it easier for students to understand the coursework for the specific track. The core courses are the same for all specializations. Each specialization outlines their specific courses.

[Other Catalog Change](#)

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

2023-2024 Graduate Catalog

## **SCHOOL OF NURSING**

↓  
Master of Science in Nursing  
↓  
Admission  
↓  
Eligibility to Apply  
↓  
Application Components  
↓

## Requirements

### Specialization as a Family Nurse Practitioner (50)

#### Core Courses Required for all Nursing M.S. Students (26-18)

ETR 521 - Educational Statistics I Credits: 3

OR PHHE 605 - Biostatistics in Public Health Credits: 3

OR BIOS 670 - Biostatistical Analysis Credits: 3

NURS 601 - Transition to Graduate-Level Nursing Credits: 2

~~NURS 602 - Advanced Pathophysiology across the Lifespan Credits: 3~~

NURS 604 - Advanced Evidence-based Practice in Nursing Credits: 3

**NURS 698 - Capstone: Program Synthesis Credits: 1**

~~NURS 605 - Advanced Pharmacology across the Lifespan Credits: 3~~

~~NURS 606 - Advanced Physical Assessment across the Lifespan Credits: 2~~

~~NURS 607 - Lab: Advanced Physical Assessment across the Lifespan Credits: 1~~

NURS 701 - Advanced Nursing Leadership Credits: 3

NURS 704 - Population Health Credits: 3

NURS 706 - Informatics for Evidence-Based Nursing Credits: 3

One of the following specializations (15-25)

#### Advanced Practice Nursing (APN) Core Course Requirements for all APN Students (5)

### Specialization Courses (32)

**NURS 602 - Advanced Pathophysiology across the Lifespan Credits: 3**

**NURS 605 - Advanced Pharmacology across the Lifespan Credits: 3**

**NURS 606 - Advanced Physical Assessment across the Lifespan Credits: 2**

**NURS 607 - Lab: Advanced Physical Assessment across the Lifespan Credits: 1**

NURS 608 - Diagnostic Reasoning Credits: 2

NURS 650 - Primary Care: Women across the Lifespan Credits: 1

~~NURS 698 - Capstone: Program Synthesis Credits: 1~~

Two of the following (1)

~~NURS 681 - X-ray Interpretation Credits: .5~~

~~NURS 682 - Suturing Credits: .5~~

~~NURS 684 - Electrocardiogram Interpretation Credits: .5~~

~~NURS 685 - Orthopedic Skills and Office Procedures Credits: .5~~

~~NURS 686 - Billing and Coding Processes Credits: .5~~

### Specialization as a Family Nurse Practitioner (19)

NURS 651 - Primary Care: Infant, Child, and Adolescent Credits: 3

NURS 652 - Primary Care: Adult Credits: 3

~~NURS 653 - Internship: Infant, Child, and Adolescent Credits: 1-4~~

NURS 654 - Primary Care: Women during Reproduction Credits: 1

~~NURS 663 - Internship: Adults Across the Lifespan with an Emphasis on Women Credits: 1-4~~

~~NURS 673 - Internship: Adults Across the Lifespan Credits: 1-4~~

### Two of the following (1)

**NURS 681 - X-ray Interpretation Credits: .5**

**NURS 682 - Suturing Credits: .5**

**NURS 684 - Electrocardiogram Interpretation Credits: .5**

**NURS 685 - Orthopedic Skills and Office Procedures Credits: .5**

**NURS 686 - Billing and Coding Processes Credits: .5**

## Specialization in Nursing Education (15-38)

### Core Courses (18)

- **ETR 521 - Educational Statistics I Credits: 3**

- OR PHHE 605 - Biostatistics in Public Health Credits: 3
- OR BIOS 670 - Biostatistical Analysis Credits: 3
- NURS 601 - Transition to Graduate-Level Nursing Credits: 2
- NURS 604 - Advanced Evidence-based Practice in Nursing Credits: 3
- NURS 698 - Capstone: Program Synthesis Credits: 1
- NURS 701 - Advanced Nursing Leadership Credits: 3
- NURS 704 - Population Health Credits: 3
- NURS 706 - Informatics for Evidence-Based Nursing Credits: 3

**Specialization Courses (20)**

- NURS 603 - Nursing Education Practicum: Direct Care Credits: 2
- NURS 609 - Advanced Clinical Concepts: Pathophysiology, Pharmacology, & Physical Assessment Credits: 3
- NURS 621 - Foundations in Nursing Education I Credits: 3
- NURS 622 - Foundations in Nursing Education II Credits: 4
- NURS 623 - Nursing Education Practicum: Classroom Setting Credits: 3
- NURS 633 - Nursing Education Practicum: Clinical Setting Credits: 2
- NURS 707 – Introduction to Quality and Safety in Healthcare Credits: 3

**RATIONALE:**

- The requirements section for the MS Nursing degree, FNP specialization has been reorganized to make it easier for students to understand the core and specialization requirements. No additional courses have been added
- The requirements section for the MS Nursing Degree, Nursing Education specialization has been reorganized to make it easier for students to understand the core and specialization requirements.
- For the Nursing Education Specialization, NURS 707 -Introduction to Quality and Safety in Healthcare was added as a specialization course. The course provides students with a broad overview of patient safety and the principles and tools of quality improvement. The content addresses the patient safety movement, quality, and safety in high-reliability organizations, as well as the role of various stakeholder groups in impacting quality and safety. National initiatives and agencies responsible for quality outcome measures and organizational accountability are also explored. The course adds a stronger practice-based component to this specialization which was noted as an area of improvement in the last accreditation visit by the Commission on Collegiate Nursing Education.
- For the Nursing Education Specialization, NURS 602 - Advanced Pathophysiology across the Lifespan, NURS 605 - Advanced Pharmacology across the Lifespan, NURS 605 - Advanced Pharmacology across the Lifespan, NURS 606 - Advanced Physical Assessment across the Lifespan and NURS 607 - Lab: Advanced Physical Assessment across the Lifespan have been removed from the core courses and replaced with NURS 609 - Advanced Clinical Concepts: Pathophysiology, Pharmacology, & Physical Assessment. NURS 609 is a combined version of Pathophysiology, Pharmacology and Physical Assessment and is geared towards non-nurse practitioner students. This course meets the Commission of Collegiate Nursing Education standards for requirements for non-nurse practitioner graduate students. This change is also a student satisfier as it provides them with content relevant to their track.
- With the removal of NURS 602, NURS 605, NURS 606, NURS 607 and the addition of NURS 609 and NURS 707, the total credit hours for the MS Nursing – Nursing

Education changes from 41 credit hours to 38 credit hours. This is competitive with other schools who have a similar track.

CLAS

09/06/2023

## DEPARTMENT OF ANTHROPOLOGY

[Other Catalog Change](#)

CLAS 23.24.02.31

2023-24 Graduate Catalog

[LINK](#)

### Master of Arts in Anthropology

↓

#### Thesis Option

Students choosing the thesis option must take at least 18 additional semester hours, for a total of 30 semester hours. Twelve of the additional 18 semester hours must be in Anthropology. These additional 12 hours must include at least three and as many as six semester hours of credit in ANTH 699, Master's Thesis (~~more than six hours may be taken but they will not be applied to the degree requirements~~). **Once students start taking ANTH 699, they must continue to do so until they graduate, therefore, ANTH 699 may be repeated without limit. A maximum of 6 semester hours of ANTH 699 may be used to satisfy program credit hour requirements.**

Students choosing this option... .. is a prerequisite to formal registration in ANTH 699.

- ANTH 699 - Master's Thesis Credits: 1-6

#### Non-Thesis Option

↓

Rationale: There is a discrepancy between the language for ANTH 699 in the course description and in the Thesis option language. The current text states that ANTH 699 may be repeated to a maximum of 6 semester hours. However, students must repeat 699 beyond the 6-hours until they graduate. Therefore, we propose changes in the text to clarify this.

## NONPROFIT AND NGO STUDIES

[Other Catalog Change](#)

CLAS 23.24.02.40

2023-24 Graduate Catalog

[LINK](#)

CIP: 30.2001

Proposed Course Component: LEC

### **NNGO 529X - International NGOs and Globalization**

***Crosslisted as ANTH 529 and SOCI 529X. Review of the history of international nongovernmental organizations (INGOs) particularly changes since the advent of neoliberal globalization beginning in the late 1980s that heralded an "NGO boom." An***

ethnographic examination of the political roles of INGOs and challenges negotiating multiple relationships with communities, governments, and social movements.

**Prerequisites & Notes**

PRQ: Consent of department.

**Credits: 3**

Rationale: ANTH 529 is the graduate version of NNGO 429 (also cross-listed as ANTH 429x and SOCI 329x). The course is typically also offered to graduate students as ANTH 529/SOCI 529x. We would like to create NNGO 529x so we can schedule the graduate section at the same time as we offer NNGO 429. This would make both the undergraduate and the graduate versions of the course have NNGO, ANTH, and SOCI equivalents which helps with scheduling as well as student recruitment into both courses.

Non-Duplication: N/A - this is a crosslisting to an existing course.

Approval: The Department of Anthropology has indicated their support for this cross-listing.

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**GRADUATE ITEMS**

**Approved Through the Non-Expedited Process**

**ALL UNIVERSITY SECTION**

Other Catalog Change

CLAS 23.24.02.56

2023-24 Graduate Catalog

[LINK](#)

**Interdisciplinary Academic Centers and Courses**

↓

**Southeast Asian Studies (12-22)**

Certificate of Graduate Study

↓

**One of the following—Culture and Arts (3)**

- ANTH 507 - Peoples and Cultures of Southeast Asia Credits: 3
- ANTH 521 - Social Organization Credits: 3
- ANTH 522 - Gender in Southeast Asia Credits: 3
- ANTH 526 - Political Anthropology Credits: 3
- ~~ANTH 528 - Ritual and Myth Credits: 3~~
- ANTH 590 - Anthropological Research Training Credits: 3-6
- A-J. Courses may meet the certification requirements when they include substantial treatment of Southeast Asia.

↓

Rationale: Deletion of ANTH 528.

Notification: Southeast Asian Studies was notified of this change via email on September 14, 2023.

[Other Catalog Change](#)      CLAS 23.24.02.57      2023-24 Graduate Catalog      [LINK](#)

**Interdisciplinary Academic Centers and Courses**

↓

**Law and Women's and Gender Studies (12)**

**Certificate of Graduate Study**

Coordinator: ~~Jessica Reyman~~ **Katy Jaekel** (Acting Director, Center for the Study of Women, Gender and Sexuality)

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**IV. One of the following (2-4) or an additional course from Section II.**

- ANTH 522 - Gender in Southeast Asia Credits: 3
- ~~ANTH 568 - Anthropology of Gender Credits: 3~~
- HESA 759 - Critical and Feminist Pedagogies in Higher Education Credits: 3

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Rationale: Update coordinator information. Deletion of ANTH 568.

Notification: Center for the Study of Women, Gender, and Sexuality was notified of this change via email on September 14, 2023.

[Other Catalog Change](#)      CLAS 23.24.02.58      2023-24 Graduate Catalog      [LINK](#)

**Interdisciplinary Academic Centers and Courses**

↓

**Law and Women's and Gender Studies (12)**

**Certificate of Graduate Study**

↓

**Two of the following (6)**

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- ANTH 522 - Gender in Southeast Asia Credits: 3
- ANTH 568 - Anthropology of Gender Credits: 3
- COUN 594 - Counseling the Lesbian, Gay, Bisexual, Transgender, and Queer Community Credits: 3

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Rationale: Deletion of ANTH 568.

Notification: Center for the Study of Women, Gender, and Sexuality was notified of this change via email on September 14, 2023.

[Other Catalog Change](#)      CLAS 23.24.02.59      2023-24 Graduate Catalog      [LINK](#)



## Interdisciplinary Academic Centers and Courses



### Women's and Gender Studies (12)

#### Certificate of Graduate Study



#### Two of the following (6)

- ANTH 522 - Gender in Southeast Asia Credits: 3
- ANTH 541 - Sexual Selection in Primates Credits: 3
- ~~ANTH 568 - Anthropology of Gender Credits: 3~~
- ARTH 785 - Topics in Art History Credits: 3  
(May meet the certificate requirements when substantial treatment of women's and gender studies is included.)



Rationale: Deletion of ANTH 568.

Notification: Center for the Study of Women, Gender, and Sexuality was notified of this change via email on September 14, 2023.

[Other Catalog Change](#)

CLAS 23.24.02.60

2023-24 Graduate Catalog

[LINK](#)

## Inter-College Interdisciplinary Certificates



### Museum Studies (15-18)



#### Internship (3)

- ANTH 693 - Museum Internship Credits: 1-**3**
- ART 765 - Museum Internship Credits: 3
- EPFE 586 - Internship in Educational Foundations Credits: 1-9  
Students take this course for 3 semester hours.
- HIST 600 - Internship in Public History Credits: 1-6  
Students take this course for 3 semester hours.



Rationale: Change in credit hours for ANTH 693.

Notification: The Center for Burma Studies was notified of this change via email on September 14, 2023.

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## GRADUATE ITEMS

### Approved Through the Non-Expedited Process

## OTHER COLLEGES

### COLLEGE OF HEALTH AND HUMAN SCIENCES

Other Catalog Change

CLAS 23.24.02.61

2023-24 Graduate Catalog

[LINK](#)

#### **Interdisciplinary Health Professions**

↓

#### **Master of Science in Rehabilitation Counseling**

↓

#### **Elective Course Work**

At least six credits from the following courses (6)

- ANTH 503 - Africas in the Americas Credits: 3
- ANTH 504 - Peoples and Cultures of the Caribbean Credits: 3
- ANTH 507 - Peoples and Cultures of Southeast Asia Credits: 3
- ANTH 509 - Cultures and Societies of the Middle East Credits: 3
- ~~ANTH 568 - Anthropology of Gender Credits: 3~~
- COUN 594 - Counseling the Lesbian, Gay, Bisexual, Transgender, and Queer Community Credits: 3

↓

Rationale: Deletion of ANTH 568.

Notification: The School of Interdisciplinary Health Professions was notified of this change via email on September 14, 2023.

**CLAS**

**09/20/2023**

**Approved Through the Non-Expedited Process**

**College of Liberal Arts and Sciences**

### DEPARTMENT OF WORLD LANGUAGES AND CULTURES

New Course

CLAS 23.24.04.18

2023-24 Graduate Catalog

[LINK](#)

CIP Code: 16.0905

Course Component: LEC

**FLSP 530 - Mapping the Marginalized in Contemporary Spanish Literature**

**Analysis of the effects of money on the social and spatial relations in Spanish detective novels. Directed study to prepare a digital humanities mapping project.**

**Credits: 3**

Rationale: Professor Vilaseca's proposed course has been offered several semesters as FLSP 500 Special Topics in Spanish Language, Literature, Linguistics or Culture. FLSP 500 is exclusively designed for special topics and has a repeat credit hour limit. Our FLSP 500 designated course is offered frequently by faculty wanting to teach special topics on translation and culture, and we have found that some of our students are reaching the repeat credit limit (may be repeated to a maximum of 6 semester hours only). Due to the popularity of Professor Vilaseca's course, we are proposing to add it permanently to the catalog. The course will be offered as a cluster course, available to both undergraduates and graduates (grad course component to be submitted separately). This course responds to the increased interest in geographic disciplines within the humanities and gives humanities-driven approaches to urban environments new recognition within the Department of World Languages and Cultures.

Non-Duplication: N/A - This course is specific to WLC.

CLAS

09/27/2023

Approved Through the Non-Expedited Process

College of Liberal Arts and Sciences

DEPARTMENT OF ENGLISH

Other Catalog Change

CLAS 23.24.05.09  
CLAS 23.24.03.18

2023-24 Graduate Catalog

[LINK](#)

### Master of Arts in English

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#### Track I

Track I requires a minimum of 30 semester hours of graduate credit in the Department of English and is designed to prepare students for graduate work at the doctoral level. Students in this track must pass a proficiency examination in ~~one foreign~~ a language **other than English**. ~~Foreign language proficiency may be demonstrated in French, German, Greek (classical or koine), Italian, Latin (classical or medieval), Russian, or Spanish, or in another language approved by the director of graduate studies on the basis of demonstrated need.~~ **The choice of language is subject to departmental approval. Alternatively, if they are fluent in a language other than English, students may demonstrate linguistic proficiency by petitioning the Director of Graduate Studies with proof of their fluency in that language. (For other means of demonstrating language proficiency, refer to "Language and Research-Tool Requirement" in the Requirements for Graduate Degrees section of this catalog.)** The student's graduate advisor may permit limited study in fields closely related to English (subject to the approval of the director of graduate studies).

## Track II



Rationale: This revision simply standardizes the language around language requirements for both M.A. Track I and Ph.D. programs to ensure clarity and equity.

Other Catalog Change

CLAS 23.24.05.10  
CLAS 23.24.03.19

2023-24 Graduate Catalog

[LINK](#)

## Doctor of Philosophy in English



### Foreign Language Requirement

All Ph.D. students must fulfill a Language/Research Tool Requirement before taking the candidacy examinations. Students may fulfill the requirement by demonstrating high proficiency in ~~one foreign~~ a language **other than English**, ~~by demonstrating average proficiency in two foreign languages, or by demonstrating average proficiency in one foreign language and average proficiency in a research tool.~~ The choice of languages is subject to departmental approval. **Alternatively, if they are fluent in a language other than English, students may demonstrate linguistic proficiency by petitioning the Director of Graduate Studies with proof of their fluency in that language. Students may also fulfill the language requirement by completing with a grade of B or higher two graduate courses in the History of the English Language (ENGL 611, ENGL 612, or ENGL 613), the history or use of a relevant language, or an alternative topic approved by the Director of Graduate Studies, provided that the courses are taken in addition to courses taken to fulfill core requirements for the degree.** (For **other** means of demonstrating language proficiency, refer to “Language and Research-Tool Requirement” in the Requirements for Graduate Degrees section of this catalog.) ~~Average proficiency in a research tool is shown by completing with a grade of B or higher two courses designated by the English Department to show expertise in one of three fields: Language, Research Methods, or Literary Theory and Criticism. The two courses must be taken in addition to courses taken to fulfill core requirements in the three fields.~~

### Candidacy Examinations



Rationale: Due to shrinking resources in multiple departments and ongoing student need, the language requirements for our graduate degrees need to be revised to fit the abilities and needs of our students. This revision adds to the number of ways in which students can fulfill the important element of learning in multiple languages as set out by the Graduate School. It streamlines our requirements to make them more useful for our students. In our M.A. program, we enable students without previous language experience to complete their degrees via Track II, which mandates an extra 6 credit hours; this revision mirrors that requirement to ensure equity across degree programs. Since we have so many students whose native languages are other than English, this revision also creates a departmental provision that would enable such students to claim their linguistic heritages as part of their graduate work.

CVPA

09/29/2023

-NEW COURSE PROPOSAL Date: August 30, 2023 - resubmitting

Faculty Member: Gregory Barrett

Course Designator and Number: MUHL 520

(was MUHL 320-deleting course )

Credit Hours: 3

Title: Music History Review

Catalog: 2023- Spring 24

CIP Code:

Course Component: LEC (See Course Component Definitions file)

General Education Committee (GEC)?:

In which, if any, major would this course be required?

Course description to be used in catalog (please include designator, number, title and credit hours):

MUHL 520, Music History Review, 3 cr. hrs.

AY 23/24 Meeting # 1:

Development of Western art music from the Medieval through the Romantic periods. Review course. Does not satisfy graduate music history requirements for any degree program. Credit earned does not count toward the M.M. degree or Performer's Certificate. Students must earn a grade of C or higher in order to satisfy the deficiency for this course. Open only to M.M. students. Not repeatable

-NEW COURSE PROPOSAL Date: August 30, 2023 – REVISITED 9/29/23

Faculty Member: Gregory Barrett

Course Designator and Number: MUTC 502 Music Theory Review

Credit Hours: 3

Title: Music Theory Review

Catalog: Spring 2023-24

CIP Code: 50.0901

Course Component: LEC (See Course Component Definitions file)

General Education Committee (GEC)?: No

In which, if any, major would this course be required?

Course description to be used in catalog (please include designator, number, title and credit hours):

Review of harmony, analytical techniques, and listening strategies necessary for graduate-level study of music theory. Does not satisfy graduate music theory requirements for any degree program. Credit earned does not count toward the M.M. degree or performer's

AY 23/24 Meeting # 1:

Date 9/29/23:

Page 2 of 8

certificate. Students must earn a grade of C or higher in order to satisfy the deficiency for this course. Open only to M.M. students.

Rationale for offering course:

To remove deficiency in Music Theory knowledge, bring all M.M. students to minimum required level

Section E Expedited Curricular Changes –

The date under the college is the date the college approved the proposals.

**CBUS**

**09/05/2023**

**DEPARTMENT OF ACCOUNTANCY**

Course revision

2023-2024 Graduate Catalog [LINK](#)

ACCY 673 – Internship in Accountancy

Full-time work (minimum of 30 hours per week) for at least 8 weeks during the fall, spring, or summer, in the accountancy/financial function of a sponsoring organization. Students submit periodic reports and deliver an oral presentation to the Department of Accountancy internship coordinator.

Prerequisites & Notes

PRQ: ~~Completion of both college and department Phase One requirements and consent~~ Consent of department.

Credits: 3

*Rationale: These changes clarify the meaning of full-time work. Eight weeks of full-time work with required periodic reports and a presentation is considered sufficient for a three-credit course. Removal of the PRQ of completion of Phase One requirements provides the department with greater flexibility in making a judgment about whether a student has the appropriate preparation for an academic internship.*

**CHHS**

**09/15/2023**

**SCHOOL OF ALLIED HEALTH AND COMMUNICATIVE DISORDERS**

Course Revision

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

2023-2024 Graduate Catalog

AUD 630. Counseling and Audiological Rehabilitation (3)

The receptive aspects of communication, determination and rehabilitation of communicative function needs, and the psychosocial impact of auditory conditions on adults. PRQ: Admission to the Au.D. program and AUD 629 with a grade of B- or better, or consent of school.

RATIONALE:

The Doctor of Audiology curriculum was revised last year, moving it from a 4-year program to a 3-year program. Students move through the coursework in a cohort model. Students are adequately prepared to be successful in AUD 630 without having the content from AUD 629.

Course Revision

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

2023-2024 Graduate Catalog

AUD 684. Clinical Foundations (1)

Observation, practice and discussion of diagnostic and rehabilitative audiological procedures for adults. PRQ: AUD 683 with a grade of S, ~~AUD 629~~ and AUD 677 with a grade of B- or better; or consent of school.

**RATIONALE:**

The Doctor of Audiology curriculum was revised last year, moving it from a 4-year program to a 3-year program. Students move through the coursework in a cohort model. Students are adequately prepared to be successful in AUD 684 without having the content from AUD 629.

Course Revision

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

2023-2024 Graduate Catalog

AUD 632. Tinnitus and Sound Sensitivity (2)

Assessment methods, treatment strategies, and management of the psychosocial effects of tinnitus and sound sensitivity. Emphasis on evaluating new information and applying scientific literature to patient care. PRQ: AUD 627 and AUD 629 with a grade of B- or better, **or consent of the school.**

**RATIONALE:**

Adding a requirement for consent of school will allow students outside of the audiology program to enroll in this course, if they have adequate prerequisite knowledge to be successful in the course.

**SCHOOL OF INTERDISCIPLINARY HEALTH PROFESSIONS**

Other Faculty Catalog Change

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

2023-2024 Graduate Catalog

**College of Health and Human Sciences**

↓

**Interdisciplinary Health Professions**

↓

**Interim Chair:** **Melani Duffrin, professor, Ph.D., Ohio University** ~~Paul E. Priester, professor, Ph.D., Loyola University Chicago~~

↓

**Graduate Faculty**

↓

Amanda K. McCarthy, associate professor, Ed.D., Northern Illinois University

Kathryn Mazurek, ~~assistant~~ **associate** professor, Ph.D., University of Illinois

Andrew Notebaert, associate professor, Ph.D., University of Iowa

↓

**NOTE:** Faculty for the Ph.D. in Health Sciences include graduate faculty members from across the College of Health and Human Sciences.

The School of Interdisciplinary Health Professions offers majors in Health Sciences at ~~both the master's and doctoral levels,~~ and Rehabilitation Counseling ~~master's~~ programs. The M.S. degree program in health sciences prepares students for leadership roles in health-related professions. Throughout this 30-semester-hour program, students learn about interdisciplinary communication skills, health-services quality measurement, culturally aware leadership and evidence-based analysis in order to effectively work in professional and academic environments. ~~The Doctor of Philosophy in Health Sciences emphasizes an interprofessional orientation to research and practice. It seeks to educate students from a wide range of disciplines to teach, conduct research and practice in an ever more complex interprofessional world; it also seeks to respond to an increasing demand for faculty and practitioners who are prepared to function in fields grounded in information-driven, evidence-based practice.~~ The **60-semester hour** rehabilitation counseling (M.S.) curriculum prepares students for careers as entry-level rehabilitation counselors. The course offerings support academic preparation for careers in both public and private settings of vocational rehabilitation programs. The M.S. in rehabilitation counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is designed to meet the academic and experiential requirements



of the Certified Rehabilitation Counselor credential awarded by the Commission on Rehabilitation Counselor Certification (CRCC).

**CHHS**

**10/06/2023**

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

Course Revision                      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

COMD 670. Voice Disorders: Research and Therapy (3-2)

Discussion and review of the literature bearing on the theory, etiology, and treatment of voice disorders. PRQ: Admission to speech-language pathology graduate program or consent of school.

RATIONALE:

Some assessment content from this course was moved to the new course COMD 601, Principles of Assessment in Communicative Disorders, when it was introduced. The content necessary to meet minimal competency knowledge standards for the Certificate of Clinical Competence from the American-Speech-Language-Hearing Association can now be covered in 2 credit hours.

## **SCHOOL OF NURSING**

Course Revision                      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

NURS 653. Internship: Infant, Child, and Adolescent (1-4)

Clinical experiences in the management of common health and illness conditions of infants, children, and adolescents in the primary care setting. Emphasis on the impact of health and illness on the individual within the context of diverse families. CRQ: NURS 651 and consent of school.

RATIONALE:

Remove the variable credit hours for NURS 653. In the catalog, the credits are listed as 1-4 credit hours. During the pandemic, there were issues with some of the internship sites closing so it was decided to make certain internship courses variable credits so that students would at least get credit for what they completed. It did not go through the curricular process at the time because of COVID.

The School of Nursing would like to remove the variable credit from the catalog and go back to listing NURS 653 for 4 credit hours. This will, also, be clearer for students.

Course Revision                      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

NURS 663. Internship: Adults Across the Lifespan with an Emphasis on Women (1-4)

Clinical experiences in the management of common health and illness conditions of adults across the lifespan with an emphasis on women. Emphasis on the impact of health and illness on the individual within the context of diverse families CRQ: ~~NURS 661 or NURS 662 for Adult Gerontology Primary Care Nurse Practitioner students. CRQ: NURS 664; and NURS 661 or NURS 662 for Adult Gerontology Clinical Nurse Specialist students. CRQ: NURS 650, NURS 652 and NURS 654 and consent of school for Family Nurse Practitioner Students. CRQ: NURS 650 and consent of school for all specializations.~~

RATIONALE:

CRQ language related to the Adult-Gero NP and CNS programs is no longer applicable as the Adult-Gero NP and CNS programs are no longer offered. The list of CRQ was reorganized because they no longer need different CRQ's for each specialization.

Remove the variable credit hours for NURS 663. In the catalog, the credits are listed as 1-4 credit hours. During the pandemic, there were issues with some of the internship sites closing so it was decided to make certain internship courses variable credits so that students would at least get credit for what they completed. It did not go through the curricular process at the time because of COVID.

The School of Nursing would like to remove the variable credit from the catalog and go back to listing NURS 663 for 4 credit hours. This will, also, be clearer for students.

Course Revision                      **Online Catalog:** [LINK](#)      2023-2024 Graduate Catalog

NURS 673. Internship: Adults Across the Lifespan (1-4)

Clinical experiences in the management of common health and illness conditions of adults across the lifespan (including young adults, adults, and older adults) in the primary care setting. Emphasis on the impact of health and illness on the individual within the context of diverse families. May be repeated to a maximum of 12 credit hours. ~~CRQ: NURS 661 or NURS 662 for Adult Gerontology Primary Care Nurse Practitioner students. CRQ: NURS 664; and NURS 661 or NURS 662 for Adult Gerontology Clinical Nurse Specialist students. CRQ: NURS 652 and consent of school for Family Nurse Practitioner students. CRQ: Consent of school for all specialist students.~~

**RATIONALE:**

CRQ language related to the Adult-Gero NP and CNS programs is no longer applicable as the Adult-Gero NP and CNS programs are no longer offered. The list of CRQ was reorganized because they no longer need different CRQ's for each specialization.

Remove the variable credit hours for NURS 673. In the catalog, the credits are listed as 1-4 credit hours. During the pandemic, there were issues with some of the internship sites closing so it was decided to make certain internship courses variable credits so that students would at least get credit for what they completed. It did not go through the curricular process at the time because of COVID. This will, also, be clearer for students.

**CLAS**

**09/06/2023**

**College of Liberal Arts and Sciences**

**DEPARTMENT OF ANTHROPOLOGY**

Course Deletion                      CLAS 23.24.02.13      2023-24 Graduate Catalog                      [LINK](#)

~~**ANTH 524—Anthropology of Peace and Conflict Resolution**~~

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion

CLAS 23.24.02.14

2023-24 Graduate Catalog

[LINK](#)

~~ANTH 527—Economic Anthropology~~

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion

CLAS 23.24.02.15

2023-24 Graduate Catalog

[LINK](#)

~~ANTH 528—Ritual and Myth~~

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion

CLAS 23.24.02.16

2023-24 Graduate Catalog

[LINK](#)

~~ANTH 545—Primate Evolution~~

*Crosslisted as BIOS 535X.*

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion

CLAS 23.24.02.17

2023-24 Graduate Catalog

[LINK](#)

~~ANTH 546—The Human Skeleton~~

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion

CLAS 23.24.02.18

2023-24 Graduate Catalog

[LINK](#)

~~ANTH 547—Primate Anatomy~~

*Crosslisted as BIOS 537X.*

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion                      CLAS 23.24.02.19      2023-24 Graduate Catalog                      [LINK](#)

~~ANTH 550—Ethics and Research Design in Anthropology~~

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion                      CLAS 23.24.02.20      2023-24 Graduate Catalog                      [LINK](#)

~~ANTH 552—Contemporary Culture Theory~~

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion                      CLAS 23.24.02.21      2023-24 Graduate Catalog                      [LINK](#)

~~ANTH 563—Ethnohistory~~

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion                      CLAS 23.24.02.22      2023-24 Graduate Catalog                      [LINK](#)

~~ANTH 568—Anthropology of Gender~~

Rationale: We would like to remove courses from the catalog that have not been taught for several years, and which will not be taught any time soon due to changes in faculty expertise and loss of faculty in our department.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Revision                      CLAS 23.24.02.54      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: LEC                      Proposed Course Component: LEC (no change)

**ANTH 529 - International NGOs and Globalization**

*Crosslisted as **NNGO 529X** and **SOCI 529X**. Review of the history ... .. communities, governments, and social movements.*

↓

Credits: 3

Rationale: Addition of the crosslisting for NNGO 529X.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Notification: The Department of Anthropology was notified of this change via email on September 14, 2023.

Course Revision                      CLAS 23.24.02.25      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: RSC                      Proposed Course Component: RSC (no change)

**ANTH 590 - Anthropological Research Training**

A. Cultural Anthropology

B. Ethnology

C. Archaeology

D. ~~Physical~~ **Biological** Anthropology

E. Ethnohistory

J. Linguistic Anthropology

↓

Credits: 3-6

Rationale: The American Association of Physical Anthropologists has recently changed its name and its associated journals to the American Association of Biological Anthropologists to reflect the research currently done in this discipline in the 21st century. We would like to change the usage in our catalog to be consistent with this change.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Revision                      CLAS 23.24.02.26      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: FLD                      Proposed Course Component: FLD (no change)

### ANTH 593 - Anthropology Field Study

- A. Cultural Anthropology
- B. Ethnology
- C. Archaeology
- D. ~~Physical~~ Biological Anthropology
- E. Ethnohistory
- J. Linguistic Anthropology

↓

Credits: 1-6

Rationale: The American Association of Physical Anthropologists has recently changed its name and its associated journals to the American Association of Biological Anthropologists to reflect the research currently done in this discipline in the 21st century. We would like to change the usage in our catalog to be consistent with this change.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Revision

CLAS 23.24.02.27

2023-24 Graduate Catalog

[LINK](#)

Current Course Component: IND

Proposed Course Component: IND (no change)

### ANTH 690 - Independent Study in Anthropology

- A. Cultural Anthropology
- B. Ethnology
- C. Archaeology
- D. ~~Physical~~ Biological Anthropology
- E. Ethnohistory
- J. Linguistics

↓

Credits: 1-3

Rationale: The American Association of Physical Anthropologists has recently changed its name and its associated journals to the American Association of Biological Anthropologists to reflect the research currently done in this discipline in the 21st century. We would like to change the usage in our catalog to be consistent with this change.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Revision

CLAS 23.24.02.28

2023-24 Graduate Catalog

[LINK](#)

Current Course Component: LEC

Proposed Course Component: LEC (no change)

### ANTH 693 - Museum Internship

Work experience at an off-campus ... .. May be repeated to a maximum of ~~2~~ 6 credit hours.

↓

Credits: 1-3

Rationale: ANTH 693, Museum Internship, currently lists the credits as 1 and states that it may be repeated to a maximum of 2 credit hours. However, this is inconsistent with the Graduate Certificate in Museum Studies which requires a 3 credit internship. It also should be possible for students to take ANTH 693 for a range of credits (1-3) depending on the length and intensity of the internship, and to repeat the course up to six credit hours in cases where students participate in two or more internships across their graduate career.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Revision                      CLAS 23.24.02.29      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: RSC                      Proposed Course Component: RSC (no change)

**ANTH 699 - Master's Thesis**

May be repeated ~~to~~ **without limit.** ~~A~~ maximum of 6 semester hours **may be used to satisfy program credit hour requirements.**

Credits: 1-6

Rationale: There is a discrepancy between the language for ANTH 699 in the course description and in the Thesis option catalog language. The current text states that ANTH 699 may be repeated to a maximum of 6 semester hours. However, students must repeat 699 beyond the 6-hours until they graduate. Therefore, we propose changes in the text to clarify this.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Revision                      CLAS 23.24.02.30      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: RSC                      Proposed Course Component: RSC (no change)

**ANTH 790 - Seminar in Anthropology**

- A. Cultural Anthropology
- B. Ethnology
- C. Archaeology
- D. ~~Physical~~ **Biological** Anthropology
- E. Ethnohistory
- J. Linguistics

↓  
Credits: 3

Rationale: The American Association of Physical Anthropologists has recently changed its name and its associated journals to the American Association of Biological Anthropologists to reflect the research currently done in this discipline in the 21st century. We would like to change the usage in our catalog to be consistent with this change.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

## DEPARTMENT OF BIOLOGICAL SCIENCES

Course Deletion                      CLAS 23.24.02.36      2023-24 Graduate Catalog                      [LINK](#)

~~BIOS 535X - Primate Evolution~~

Rationale: The parent course, ANTH 545, has been deleted by the Department of Anthropology due to loss of faculty. This course has not been taught for some time and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

Course Deletion                      CLAS 23.24.02.45      2023-24 Graduate Catalog                      [LINK](#)

~~BIOS 537X - Primate Anatomy~~

Rationale: The parent course, ANTH 547, has been deleted by the Department of Anthropology due to loss of faculty. This course has not been taught for some time and there are no plans to offer it in the future.

Approval: The deletion and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 11, 2023.

## DEPARTMENT OF SOCIOLOGY

Course Revision                      CLAS 23.24.02.55      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: LEC                      Proposed Course Component: LEC (no change)

~~SOCI 529X - International NGOs and Globalization~~

*Crosslisted as ANTH 529 and NNGO 529X.* Review of the history ... .. communities, governments, and social movements.

**Prerequisites & Notes**

PRQ: Consent of department.

Credits: 3

Rationale: Addition of the crosslisting for NNGO 529X.

Notification: The Department of Sociology was notified of this change via email on September 14, 2023.

CLAS

09/13/2023

## DEPARTMENT OF COMMUNICATION

Course Revision                      CLAS 23.24.03.05      2023-24 Graduate Catalog                      [LINK](#)



Current Course Component: SEM

Proposed Course Component: SEM (no change)

**COMS 619 - Seminar in Presidential Rhetoric**

Examination of the definitional, theoretical, and methodological issues relevant to the rhetoric of the American presidency. Focus on the rhetorical practices of recent presidents from FDR to ~~Reagan~~ **to the present**.

Credits: 3

Rationale: The revised description better reflects the timeline covered in this course.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 21, 2023.

**DEPARTMENT OF ENGLISH**

Course Revision

CLAS 23.24.03.12

2023-24 Graduate Catalog

[LINK](#)

Current Course Component: LEC

Proposed Course Component: LEC (no change)

**ENGL 607 - Topics in Literature**

Study of special topics and periods of literature. May be repeated to a maximum of ~~12~~ **18** semester hours when topic varies.

Credits: 3

Rationale: These Topics courses are offered in a variety of subject areas each year: ENGL 607 for literature, ENGL 621 for linguistics, and ENGL 629 for rhetoric. Increasing the number of hours students can take in these areas will enable them to count such courses towards specific degree requirements when the topic of the course is appropriate, and thus enable students to complete degrees in a timely fashion in the face of shrinking faculty numbers.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 21, 2023.

Course Revision

CLAS 23.24.03.13

2023-24 Graduate Catalog

[LINK](#)

Current Course Component: LEC

Proposed Course Component: LEC (no change)

**ENGL 621 - Topics in Linguistics**

Focus on specific topics in theoretical or applied linguistics, usually not explored in depth in more general language/linguistics courses. May be repeated to a maximum of ~~12~~ **18** hours when the topic changes.

Credits: 3

Rationale: These Topics courses are offered in a variety of subject areas each year: ENGL 607 for literature, ENGL 621 for linguistics, and ENGL 629 for rhetoric. Increasing the number of hours students can take in these areas will enable them to count such courses towards specific degree requirements when the topic of the course is appropriate, and thus enable students to complete degrees in a timely fashion in the face of shrinking faculty numbers.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 21, 2023.

Course Revision                      CLAS 23.24.03.14      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: LEC                      Proposed Course Component: LEC (no change)

**ENGL 629 - Topics in Rhetoric**

Topics in rhetorical theory and analysis. May be repeated to a maximum of ~~12~~ **18** semester hours when topic varies.

Credits: 3

Rationale: These Topics courses are offered in a variety of subject areas each year: ENGL 607 for literature, ENGL 621 for linguistics, and ENGL 629 for rhetoric. Increasing the number of hours students can take in these areas will enable them to count such courses towards specific degree requirements when the topic of the course is appropriate, and thus enable students to complete degrees in a timely fashion in the face of shrinking faculty numbers.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 21, 2023.

Course Revision                      CLAS 23.24.03.15      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: RSC                      Proposed Course Component: RSC (no change)

**ENGL 696 - Practicum in the Teaching of College English**

Supervised and evaluated experience in designing and conducting a course in English. May be repeated to a maximum of ~~15~~ **18** semester hours; however, only 3 hours may be applied toward a graduate degree in English. S/U grading.

↓

Credits: 3

Rationale: Students traditionally use these courses as reading hours for comprehensive exams. With the continuing effects of COVID, students have increasingly needed these hours to accommodate underload permit requests while they deal with illnesses and/or unexpected events. Building in more flexibility for them will increase the likelihood of students completing their degrees and minimize stress.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 21, 2023.

Course Revision                      CLAS 23.24.03.16      2023-24 Graduate Catalog                      [LINK](#)

Current Course Component: RSC                      Proposed Course Component: RSC (no change)

**ENGL 697 - English Institute**

Studies in selected topics of special interest to teachers of English. May be repeated to a maximum of ~~12~~ **18** semester hours as the topic changes. May not be included in a program of courses for a graduate

degree in English except with the approval of the Graduate Studies Committee. S/U grading may be used.

↓

Credits: 1-6

Rationale: Students traditionally use these courses as reading hours for comprehensive exams. With the continuing effects of COVID, students have increasingly needed these hours to accommodate underload permit requests while they deal with illnesses and/or unexpected events. Building in more flexibility for them will increase the likelihood of students completing their degrees and minimize stress.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 21, 2023.

## DEPARTMENT OF HISTORY

Course Revision

CLAS 23.24.03.21

2023-24 Graduate Catalog

[LINK](#)

Current Course Component: IND

Proposed Course Component: IND (no change)

### HIST 736 - Independent Study

~~A. Ancient~~

~~B. Medieval~~

~~C. Early Modern European~~

~~D. Modern European~~

~~E. Russian and Eastern European~~

~~G. African~~

~~J. Asian~~

~~M. United States~~

~~N. Latin American~~

~~R. General/Comparative~~

~~U. Global~~

Open to qualified students in accordance with department guidelines. Consent of the faculty member with whom the student wishes to study is necessary. Each topic may be repeated to a maximum of 15 semester hours.

↓

Credits: 1-3

Rationale: The History Department made significant catalog changes to its MA program last year and the list of field options for the class are no longer necessary. Department staff is still required to enter a letter corresponding to a field when students enroll in this course, however, and this revision will eliminate that need.

Approval: The revision and checklist items have been reviewed and approved by the CLAS Curricular Dean on September 21, 2023.

CLAS

09/27/2023





NORTHERN ILLINOIS UNIVERSITY

**The Graduate School**

October 31st, 2023

To: Graduate Council Members From: Graduate School Faculty Awards Committee

Re: Report from the October 9, 2023, Meeting

The Faculty Awards Committee met on Monday, October 9<sup>th</sup>, 2023, to discuss nominations for this year's distinguished graduate faculty award. There were twelve nominations this year. The committee agreed to award two recipients: Tao Xu from the Department of Chemistry and Biochemistry and Kerry Freedman from the Department Art and Design Education. Award letters were sent out on Tuesday, October 11, 2023.

**Your Future. Our Focus.**

---

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NORTHERN ILLINOIS UNIVERSITY

**The Graduate School**

October 25, 2023

To: Graduate Council Members From: Graduate School Student Awards Committee

Re: Dissertation & Thesis Completion Awards

The Students Awards Committee reviewed nominations for the Outstanding Dissertations and Theses in the areas of Arts, Humanities, Social Sciences, and Education and Health Sciences and STEM. There were a total of 6 nominations. The committees agreed to award the following:

Sub-Committee 1 (Arts, Humanities, Social Sciences, and Education)

1. Dissertation: Kevin Luginbill from History

Sub-Committee 2 (Health Sciences and STEM)

1. Dissertation: Tianzhe Xu from Physics

2. Thesis: Paradise Low from Mathematics

Honorable Mention: Erick Amick from Health Sciences Ph. D Program.

Award letters went out to students on November 3rd, 2023.

**Your Future. Our Focus.**

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